



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

**Regular Meeting
Monday, August 14, 2023 at 6:00 PM
Rock Ridge Administration Building, 1405 Progress Parkway,
Virginia, MN 55792**

AGENDA

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors and visitor input.
4. Reports:
 1. Update on Phase I Summary, Eveleth school buildings and site. 5
 2. KA Quarterly Report + 1 Month. 54
 1. Consider approval of Contract Amendment No. 10 to Construction Manager Agreement. 93
5. Consent Agenda:
 1. Approval of July 10, 2023 regular meeting minutes. 97
 2. Approval of hire of Jeff Teasck for the Summer Softball Coordinator position effective May 1, 2023 through August 10, 2023 with a stipend of \$2,500.
 3. Approval of coaching hires for 2023-2024: Dominic Pauling (JH Girls Tennis - \$3,105), Beau Foix (JV Football Assistant - \$4,538), Brian Skadsem (7th Grade Football - \$3,105), Dan Berry (C Team Football - \$3,582), Ed Cremers (8th Grade Football - \$3,105), Jeff Teasck (8th Grade Football - \$3,105), John Stanaway (JV Football - \$4,538), Riley Jacobson (7th Grade Football - \$3,105), Ryan Malich (Assistant Football - \$4,538), Sean Streier (Assistant Football - \$4,538), Jodi Westby (C Team Football - \$3,582), Katie Niskanen (JV Volleyball - \$4,538), Madelynne Faldet (C Team Volleyball - \$3,821)), and Alicia Schroeder (JH Volleyball - \$3,105).
 4. Approval of hire of Alison Glade for the 7th Grade Science Teacher position with a

- salary of \$56,986 (Step E BA+10) effective August 28, 2023.
5. Approval of hire of Shane Wetzel for the 7th Grade Science Teacher position with salary of \$85,645 (MA+18) effective August 28, 2023. 99
 6. Approval of hire of Chelsea Winans for the Elementary Long-Term Substitute Teacher position effective August 28, 2023 through December 21, 2023. 100
 7. Approval of hire of Mary Rantala for the 0.2 FTE Nursing Assistant Instructor position with a salary of \$5,519.30 (pro-rated) effective August 28, 2023. 101
 8. Approval of hire of Melissa Hillman for the School Readiness Teacher position at a rate of \$31.00/hour effective August 28, 2023.
 9. Approval of hire of Linda Fedor for the ECFE Teacher position at a rate of \$31.00/hour effective September 6, 2023. 102
 10. Approval of transfer of Paraprofessional Katie Niskanen to available Paraprofessional position (#958) Paraprofessional position at a rate of \$18.47/hour effective September 5, 2023.
 11. Approval of transfer of Paraprofessional Michelle Edblom to available Paraprofessional position (#957) at a rate of \$18.47/hour effective September 18, 2023.
 12. Approval of volunteer volleyball coach for 2023-24: Emma Westby.
 13. Acceptance of resignation of Gina Burress from the Curriculum Secretary/MARSS Coordinator position effective July 14, 2023.
 14. Acceptance of resignation of Lisa Rudstrom from the Secondary Science Teacher position effective July 31, 2023.
 15. Acceptance of resignation of Katie Hunter from the Paraprofessional position effective August 2, 2023.
 16. Acceptance of resignation of Dolce Everson from the Paraprofessional position effective August 9, 2023.
 17. Acceptance of resignation of Cara Ellis from the Paraprofessional position effective August 10, 2023.
 18. Acceptance of resignation of Amy Zadnikar from the Elementary Teacher position effective August 13, 2023.
 19. Acceptance of resignation of Spencer Aune from the Business Manager position effective August 25, 2023.
 20. Acceptance of resignation for the purpose of retirement of Wendy Shavor from the FT Custodian position effective August 25, 2023.
 21. Acceptance of resignation of Abigail Pratt from the Paraprofessional position effective for the 2023-2024 school year.
 22. Approval of contract for Cassandra Hainey, Positive Norms Grant Coordinator, with a yearly salary of \$58,968 effective July 1, 2023-June 30, 2025. 103
 23. Approval of lane change for Joshua Gibson from BA+10 to BA+20 effective July 18, 2023.
 24. Approval of lane change for Jessica Kortekaas from BA+10 to BA+20 effective July 19, 2023.
 25. Approval of lane change for Andrew Tikkanen from BA+10 to BA+20 effective July 29, 2023.
 26. Acceptance of funds from Oberfoell Auctioneers from the Do-Bid Auctions for excess school goods in the amounts of \$5,235.70, \$17,517.15, and \$29,012.93.
 27. Acceptance and appreciation of a donation of a car from Kirk Weidner for the

Automotive Technology classes to learn hands-on techniques for auto and engine repair.
 28. Acceptance and appreciation of a donation to the #RockRidgeRising Campaign in the amount of \$5,000 (scissor lift donation) from Jeff Chida.

6. New Hire:

1. Consider approval of transfer of Andrea Lintula to the Business Director position with a salary to be determined following negotiations effective August 28, 2023.

7. Reports:

1. Treasurer's Report. 106

2. Superintendent.

1. Update on the opening of the 2023-2024 school year.

2. Update on school buildings.

8. Policies:

1. 102 Equal Educational Opportunity 123

2. 418 Drug-Free Workplace/Drug-Free School. 125

3. 419 Tobacco-Free Environment. 132

4. 424 License Status. 136

5. 425 Staff Development. 138

6. 504 Student Appearance. 147

7. 506 Student Discipline. 150

8. 507 Corporal Punishment and Prone Restraint. 174

9. Enrollment of Nonresident Students. 176

10. 513 Student Promotion, Retention, and Program Design. 181

11. 514 Bullying Prohibition Policy. 184

12. 516.5 Overdose Medication (New). 195

13. 524 Internet Acceptable Use and Safety Policy. 201

14. 532 Use of Peace Officers and Crisis Teams. 214

15. 534 School Meals Policy. 220

16. 601 School District Curriculum and Instruction Goals. 224

17. 602 Organization of School Calendar and School Day. 232

18. 603 Curriculum Development. 235

19. 604 Instructional Curriculum. 239

20. 613 Graduation Requirements. 245

21. 616 School District System Accountability. 251

22. 618 Assessment of Student Achievement. 257

23. 620 Credit for Learning. 264

24. 621 Literacy and the READ Act (New). 271

25. 624 Online Instruction (New). 280

26. 708 Transportation of Nonpublic School Students. 291

27. 709 Student Transportation Safety Policy. 295

28. 806 Crisis Management Policy. 314

9. Administration Items:

1. Mesabi Bituminous.

2. RESOLUTION RELATING TO \$13,570,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2023A; AUTHORIZING ISSUANCE, AWARDING SALE, PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT THEREOF. 327

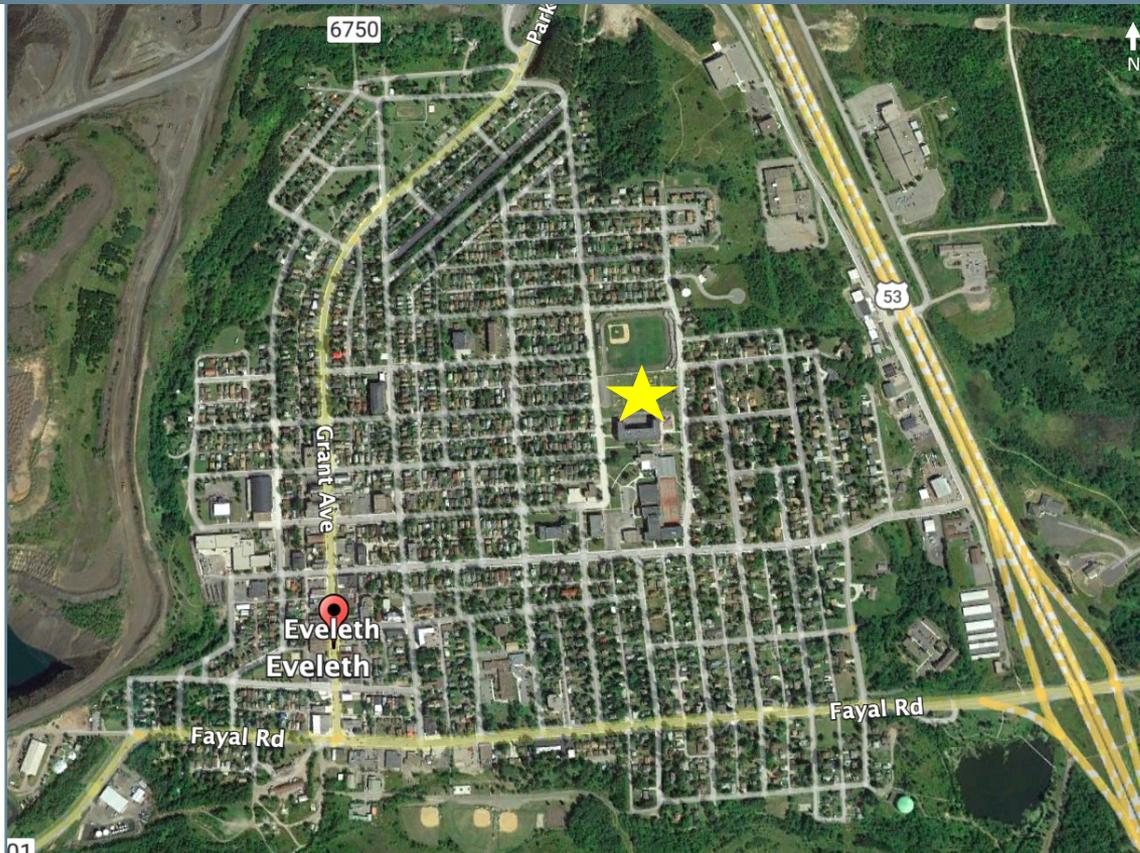
3. Consider approval of District LTFM Plan. 352

4. Consider approval of bus purchases for the 2023-2024 school year. 358

5. Consider approval of the 2023-2024 Rock Ridge High School Student Handbook.	360
6. Consider approval of updates to the 2023-2024 Rock Ridge Elementary Student Handbook.	402
7. Consider approval of Equity Plan.	431
8. Consider approval of Amendment between Teachers on Call and Rock Ridge Public Schools for the purpose of extending the term of their Agreement.	435
9. Consider approval of establishing the Rock Ridge High School Activity Fund at Miners National Bank of Eveleth with Mark Winter, Joshua Lamppa and William Hazelton as signers. Two signers are needed on each check.	
10. Consider approval to change the ISD #2154 general account to ISD #2909 at Miners National Bank of Eveleth with William Addy, Brandi Lautigar and Nicole Culbert-Dahl as signers.	
11. Consider approval of Concurrent Enrollment Contract between Rock Ridge Public Schools and Lake Superior College effective until June 30, 2024.	436
12. Consider approval of Income Contract for Postsecondary Enrollment Options between Minnesota North College and Rock Ridge Public Schools effective for the 2023-2024 Academic Year.	447
13. Consider approval of Renewal of Food Service Management Contract for School Year 2023-24.	452
10. Meeting Announcements:	
1. The next regular meeting will be Monday, August 28, 2023 at 6:00 PM at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia.	
11. Adjournment.	

Eveleth School Campus Special Area Plan Phase 1 Summary

Tuesday, 25 July 2023
Eveleth City Hall
413 Pierce St
Eveleth, MN 55734
9:00 AM



Agenda

- Review the special area plan process.
- Review the actions to date.
- Summarize the findings of Phase 1, “Opportunities and Constraints” of the site.
- Identify Phase 2 Vision and Goals Next Steps.

Why is this important now?

- At the end of 2023, the high school will vacate the campus, and the elementary school at the end of 2024 and be relocated to new buildings at other locations.
- No planning was underway by other parties to determine the school campus's future development after the vacation.
- The potential redevelopment of the school campus represents a significant opportunity and challenge for the community to explore and plan for feasibly meeting its housing, commercial real estate, and recreational needs at this location.

What is the special area planning process?

- The special area planning process is comprised of four phases.
 - Phase 1 Gather background information;
 - Phase 2 Prepare a development vision and goals statement;
 - Phase 3 Prepare and evaluate development alternatives;
 - Phase 4 Implement the preferred alternative.

What is the benefit of the special area plan?

- The benefit of having a plan in place is that it increases developer interest in the project by reducing the extraordinary development uncertainty, risk, and cost of development.
- The plan lays the foundation and provides the developer with information to appropriately evaluate the development opportunity while ensuring the City's goals are achieved.

What is the role of the Council in the process?

- **Authorize and fund the planning process**
 - Authorized October 2022.
- **Set expectations**
 - Planning Process
 - Opportunities for Participation
 - Participant Roles
 - Transparency
- **Make key decisions at specific points during the process**
 - The Council decides; all other participants advise.

What is the role of an advisory committee?

- **To ensure key stakeholders are consulted during the planning process. Ex. The school district, adjacent neighborhoods, community members, etc.**
 - To provide the Council with input on issues, goals, and plan alternatives.
 - Estimated Meetings 3-4

What is the role of the community and neighbors?

- **Provide the Council with input on issues, goals, and plan alternatives during the process.**
 - Estimated Meetings 1-2

Actions to Date

- **17 Oct 22** – City Council is presented with the special area planning process.
- **18 Oct 22** – City Council authorizes Small area planning process.
- **18 Oct 22** – Phase 1, “Opportunities and constraints” of the planning process begins.
- **26 Jan 23** – IRRR is presented with the special area planning process and application was made for Development Partnership grant.
- **13 Feb 23** – Rock Ridge School Board is presented with the special area planning process.
- **17 Mar 23** – IRRR awards City a \$25,000 grant to assist in planning.
- **27 Mar 23** – Rock Ridge School Board authorizes \$50,000 towards the planning.
- **25 Jul 23** – Phase 1 Summary Report presented to City Council.

Phase 1 Gather Background Information

- **Purpose: to understand the market demand for real estate and the site's development opportunities and constraints.**

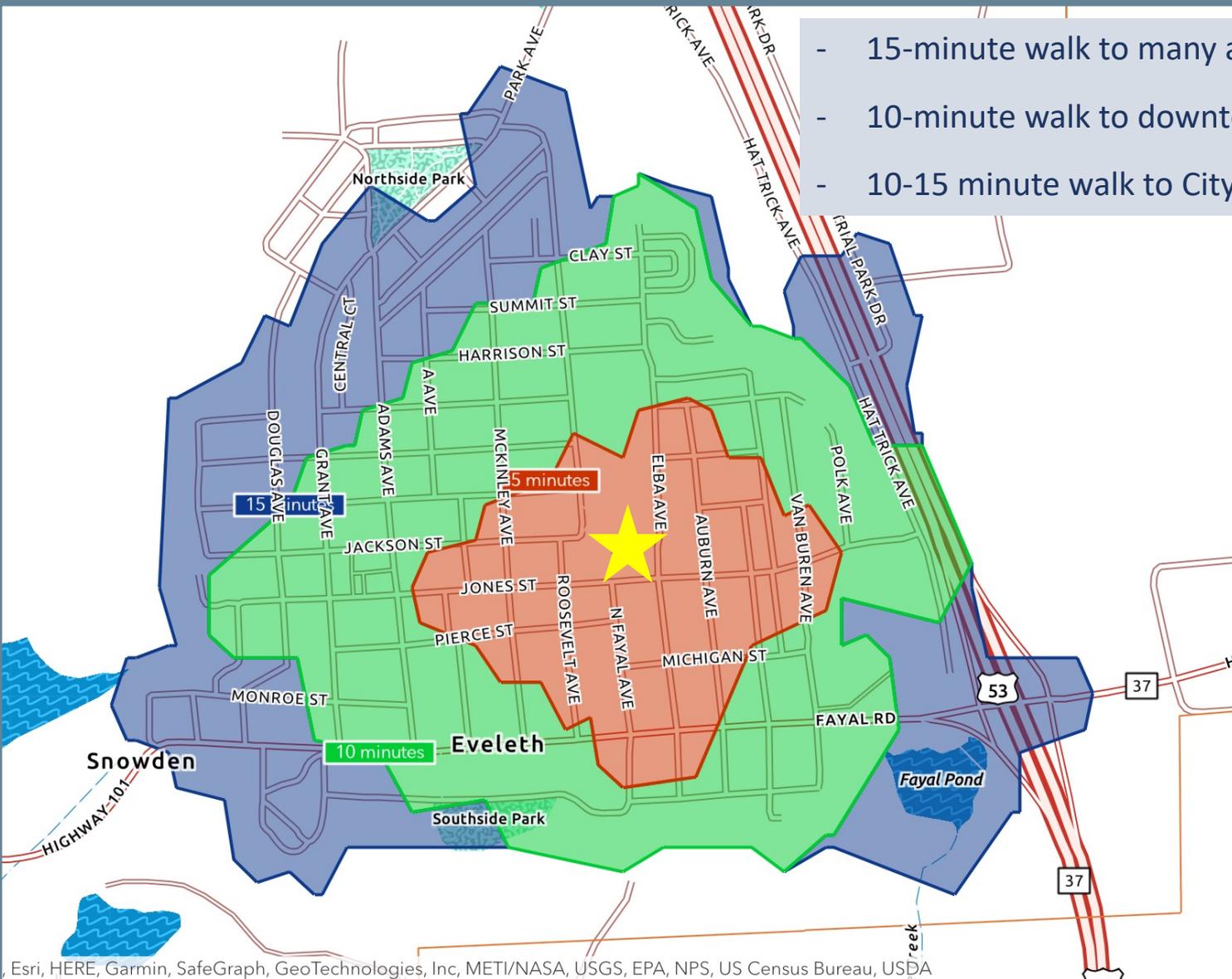
Site Context within the City



- Centrally located in the City.
- The campus has been an important community destination for over 100 years.
- Residential neighborhoods on all sides.

Community Access

- 15-minute walk to many areas in the city.
- 10-minute walk to downtown.
- 10-15 minute walk to City parks.



School Campus Project Area



- 21 acres +/-
- 7 distinct areas
- 5 original buildings
- 2 demolished Buildings
- 3 existing buildings
- 2 vacant parcels

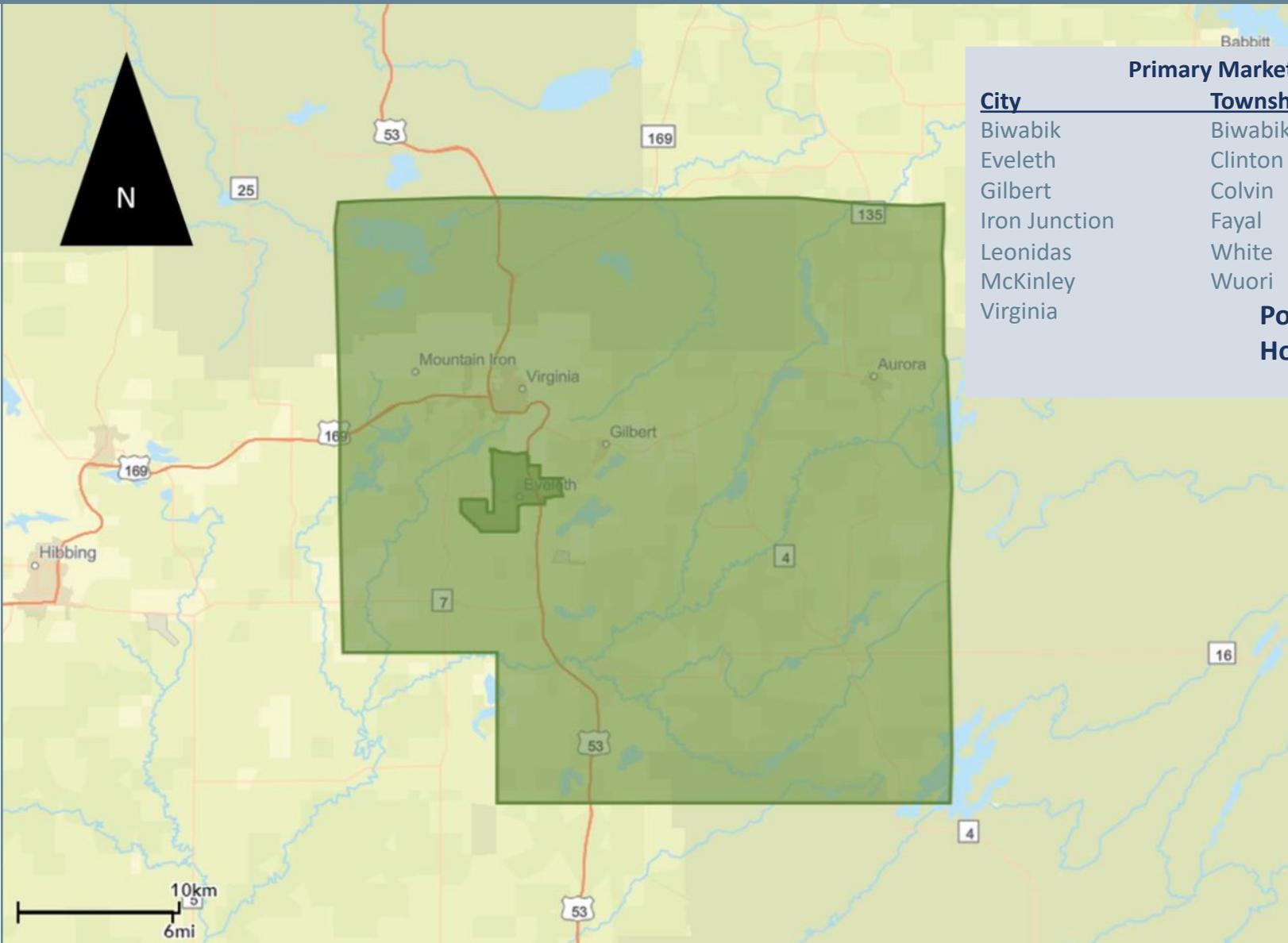
Housing Needs Assessment

Purpose: The Assessment provides recommendations on the amount and types of housing that could be developed in order to meet the needs of current and future households who choose to reside in the City.

Scope:

- Analyzes the demographic and economic characteristics of the Eveleth Market Area;
- Reviews of the characteristics of the existing housing stock and building permit trends;
- Analyzes the market condition for a variety of rental, senior, and for-sale housing products;
- Assesses the need for housing by product type in the City.
- Recommends the number and types of housing products that should be considered in the City.

Housing Needs Assessment



Primary Market Area		
City	Township	UT
Biwabik	Biwabik	Hay Lake
Eveleth	Clinton	
Gilbert	Colvin	
Iron Junction	Fayal	
Leonidas	White	
McKinley	Wuori	
Virginia		
Population		27,400
Households		12,105

Housing Needs Assessment

- Assesses the demand for housing in the primary market area between 2022 and 2035.
- Allocates a percentage of total demand that could be captured by Eveleth.
- Assigns a percentage of Eveleth's demand to the school site.
- The demand for housing in Eveleth is approximately 540 housing units.
- 75% to 80% of the demand for Eveleth housing will come from residents currently living within the primary market area.
- The demand is distributed among:
 - For-sale and rental housing,
 - General occupancy and senior housing,
 - Market rate and affordable housing.

Housing Needs Assessment

FOR-SALE HOUSING FINDINGS

FOR SALE	Eveleth Housing Demand			Captured by Site	Purchase Price
	2022 - 2027	2027 - 2035	Total	2022-2035	
Total For-Sale	53	55	108	45-60	
Single-Family	42	44	86	35-50	
<i>Move-Up</i>				30-40	\$250,000 - \$400,000
<i>Executive</i>				5-10	\$400,000 +
Multi-Family	11	11	22	10-10	
<i>Attached Townhomes</i>				5	\$200,000 - \$250,000
<i>Twinhomes/Detached Townhomes</i>				5	\$250,000 +

Housing Needs Assessment

GENERAL OCCUPANCY RENTAL HOUSING FINDINGS

RENTAL	Eveleth Housing Demand			Captured by Site	Mo. Rent
	2022 - 2027	2027 - 2035	2022-2035	2022-2035	
Total General Occupancy Rental	108	81	189	130-175	
Market Rate	85	64	149	100-130	
<i>Apartment Style</i>				80-100	\$1,000 (1BR) - \$1,325 (3BR)
<i>Townhomes</i>				20-30	\$1,300 (1BR) - \$1,450 (3BR)
Affordable	23	17	40	30-45	
<i>Apartment Style</i>				20-30	60% Area Median Income
<i>Townhomes</i>				10-15	60% Area Median Income

Housing Needs Assessment

SENIOR RENTAL HOUSING FINDINGS

SENIOR	Eveleth Housing Demand				Captured by Site	Purchase Price/Mo. Rent
	2022	2027	2035	2022-2035	2022-2035	
Total Senior - For-Sale & Rental	198	229	243	179-224	160-205	
Market Rate	165	200	209	166-210	150-190	
Active Adult	102	122	129	103-130	100-125	
<i>Ownership</i>	46	55	58	47-59	45-55	\$150,000+ \$45,000 Share
<i>Rental</i>	56	67	71	56-71	55-70	\$1,000 (BR) - \$1,200 (2BR)
Independent Living	52	55	59	52-59	45-55	\$1,600 +
Assisted Living	-1	7	8	-1-8	5-10	\$3,500 +
Memory Care	12	16	13	12-16	0	\$5,500 +
Affordable	33	29	34	11-14	10-15	
Active Adult - Rental	33	29	34	11-14	10-15	60% Area Median Income

Housing Needs Assessment

AFFORDABLE HOUSING INCOME

80% of the Area Median Income (St. Louis County)

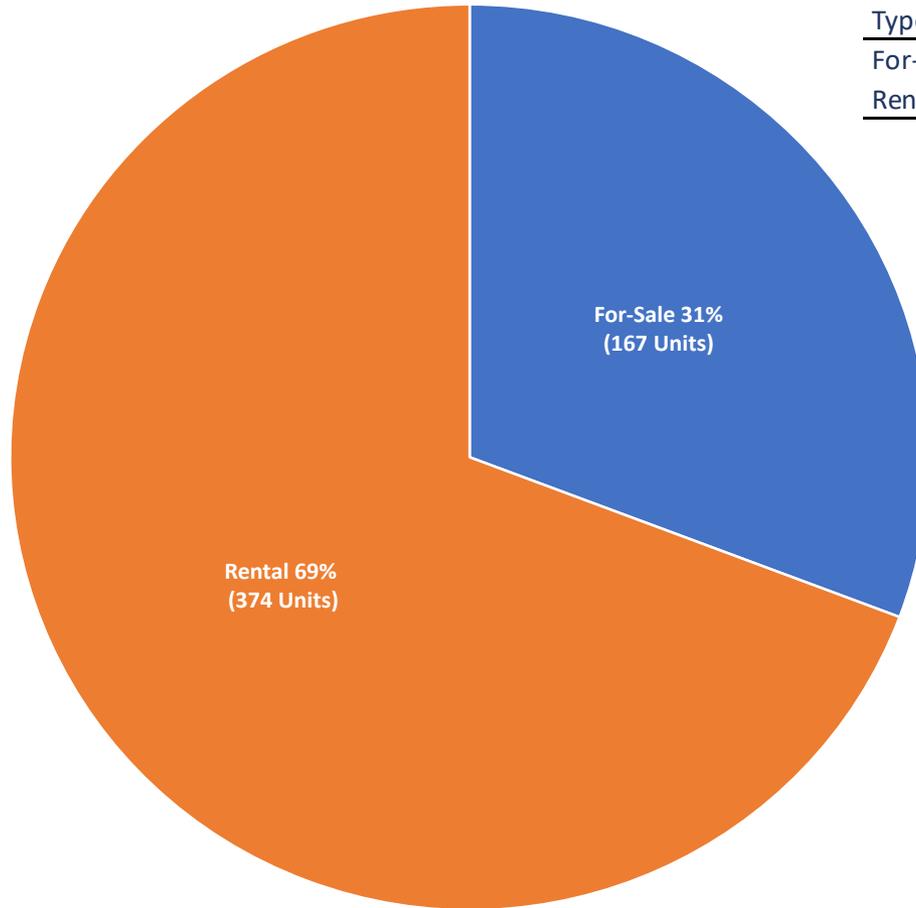
Persons In the Family

	1	2	3	4	5	6	7	8
Annual Income	\$ 50,600	\$ 57,800	\$ 65,050	\$ 72,250	\$ 78,050	\$ 83,850	\$ 89,600	\$ 95,400
Hourly Wage								
1 Earner	\$ 24.33	\$ 27.79	\$ 31.27	\$ 34.74	\$ 37.52	\$ 40.31	\$ 43.08	\$ 45.87
2 Earners	\$ 12.16	\$ 13.89	\$ 15.64	\$ 17.37	\$ 18.76	\$ 20.16	\$ 21.54	\$ 22.93

Typically, affordable housing serves households earning between 60% and 80% of the area median income.

Housing Needs Assessment

For-Sale & Rental Distribution

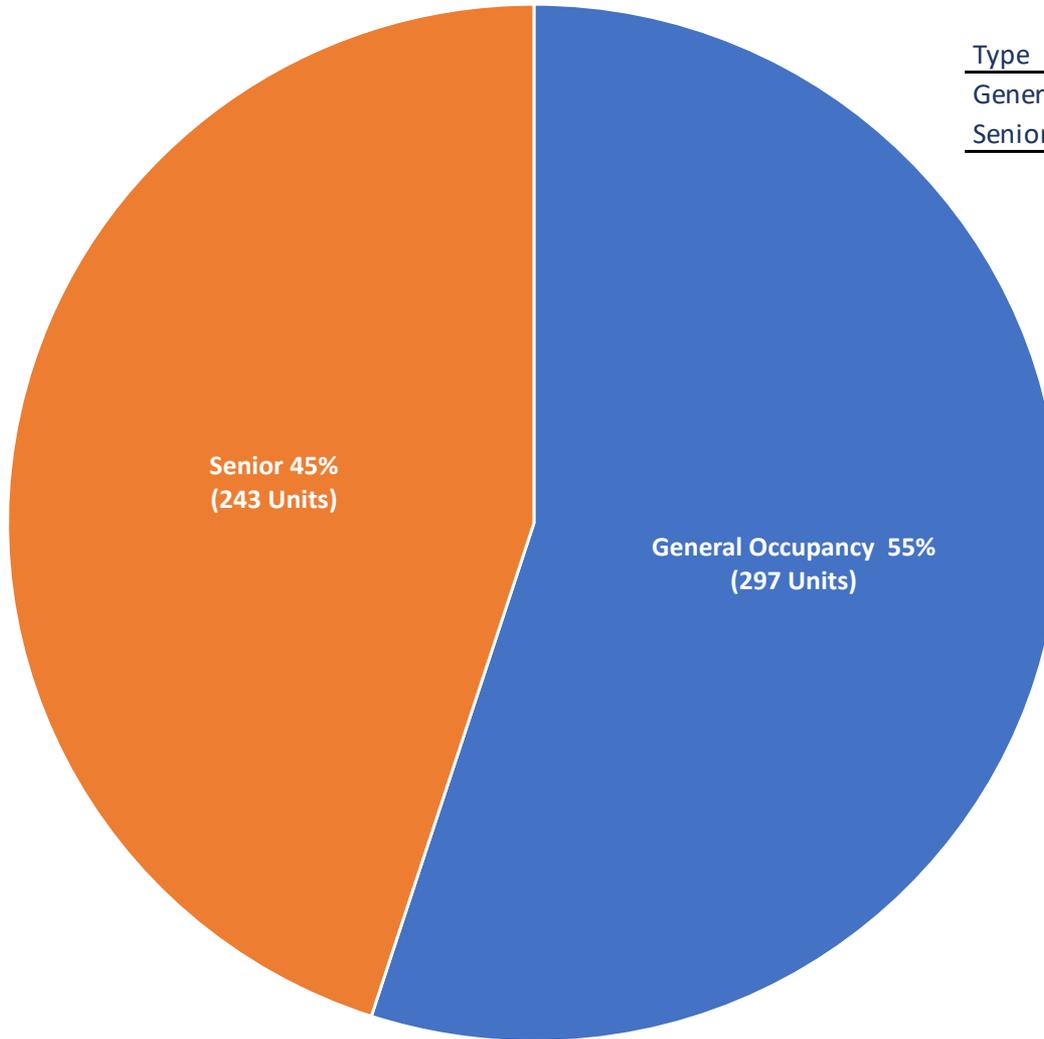


For Sale & Rental Units 2022-2035

Type	% of Demand	Eveleth Demand	Assigned to Site
For-Sale	31%	166	90-115
Rental	69%	374	245-325
	100%	540	335-440

Housing Needs Assessment

General Occupancy & Senior Distribution

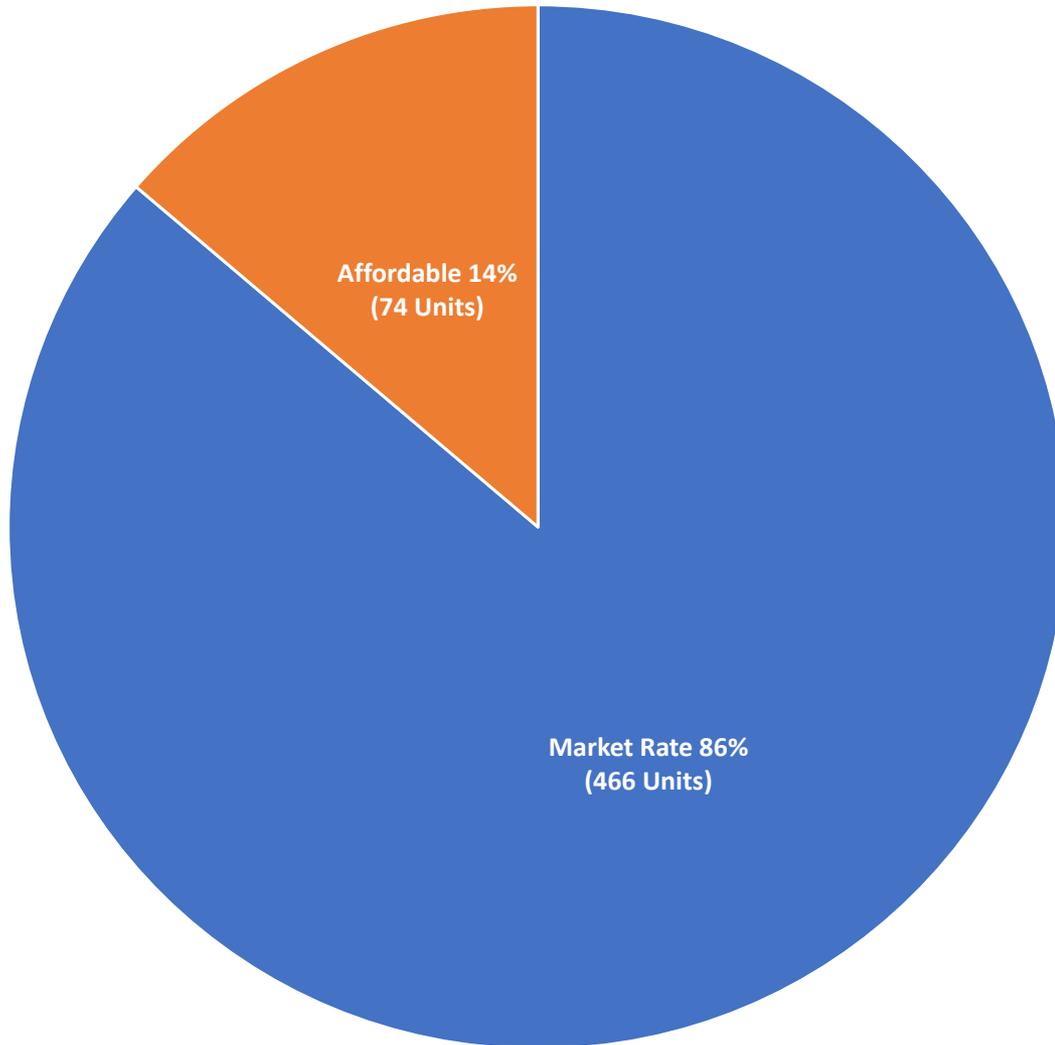


General Occupancy & Senior Units 2022-2035

Type	% of Demand	Eveleth Demand	Assigned to Site
General Occupancy	55%	297	175-235
Senior	45%	243	160-205
	100%	540	335-440

Housing Needs Assessment

Market Rate & Affordable Distribution

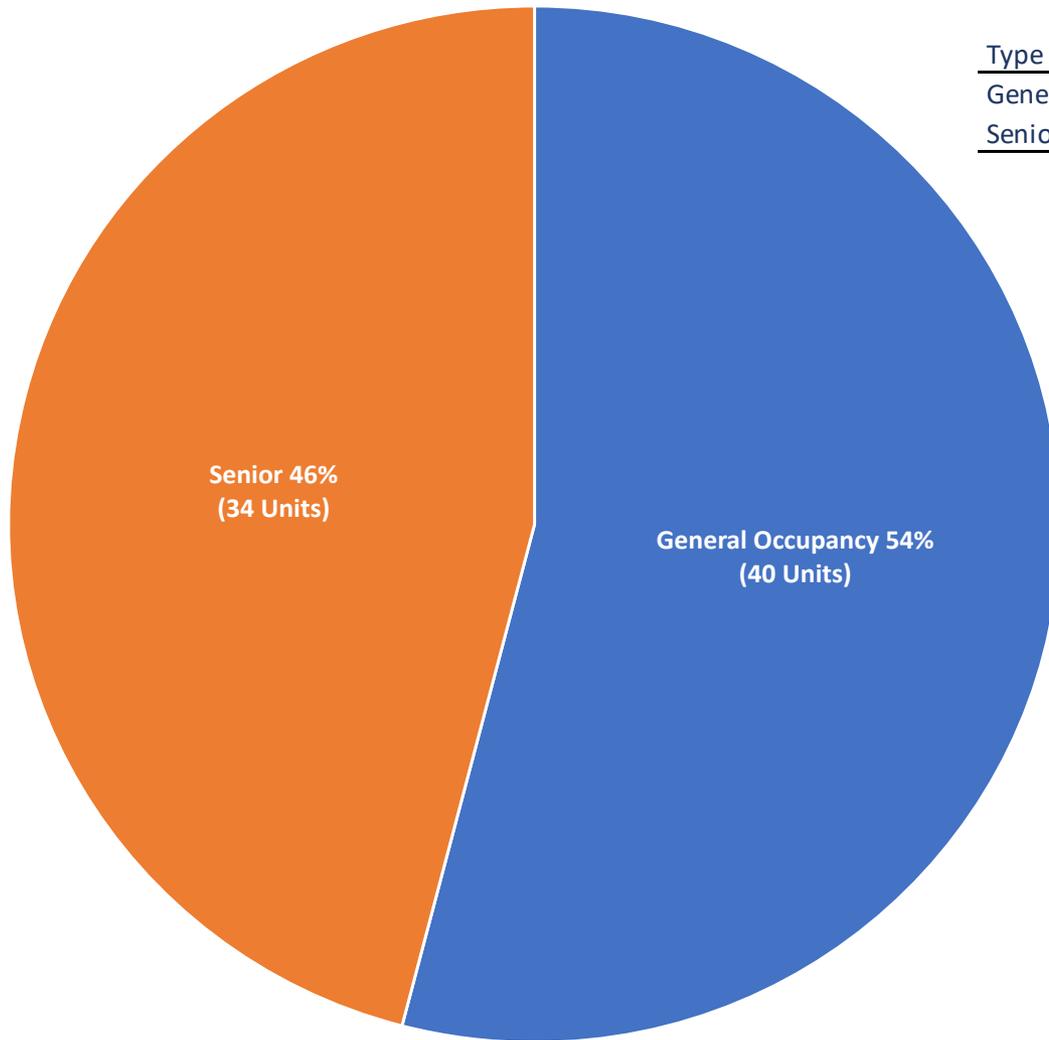


Market Rate & Affordable Units 2022-2035

Type	% of Demand	Eveleth Demand	Assigned to Site
Market Rate	86%	466	295-380
Affordable	14%	74	40-60
Total	100%	540	335-440

Housing Needs Assessment

Affordable Units Distribution



Affordable Units Distribution 2022-2035

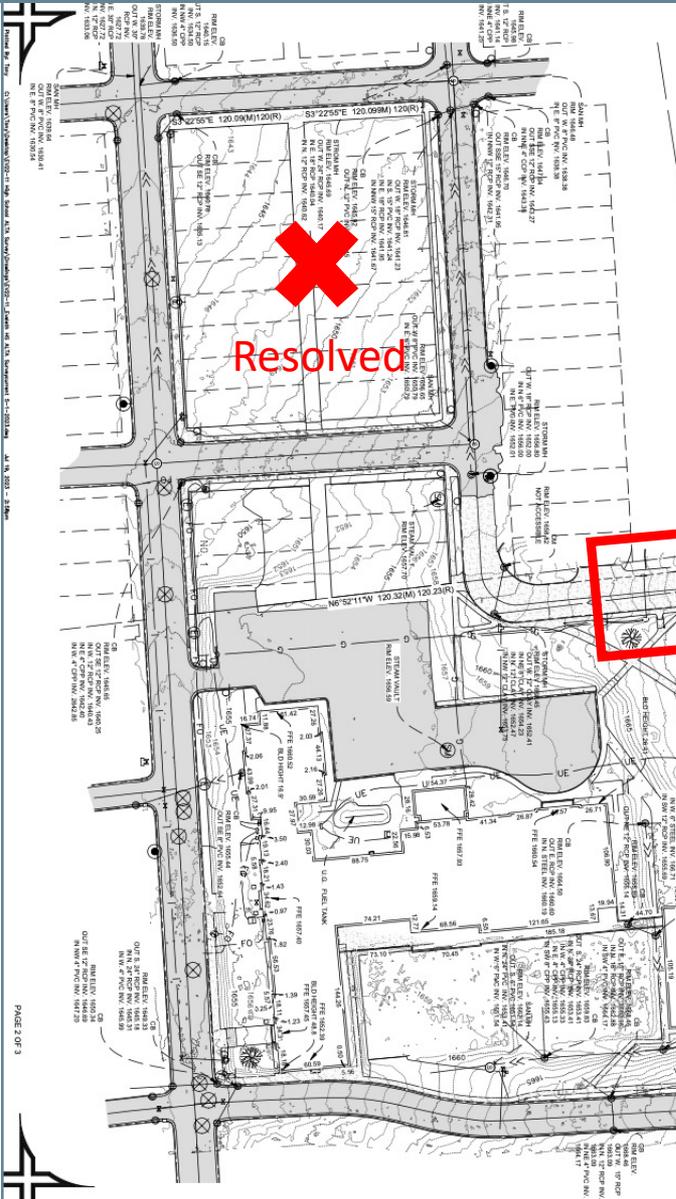
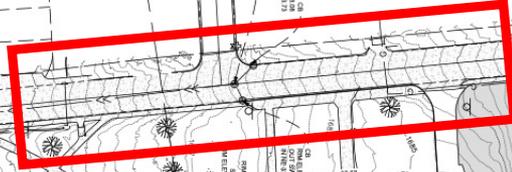
Type	% of Demand	Eveleth Demand	Assigned to Site
General Occupancy	54%	40	30-45
Senior	46%	34	10-15
	100%	74	40-60

Title & Survey

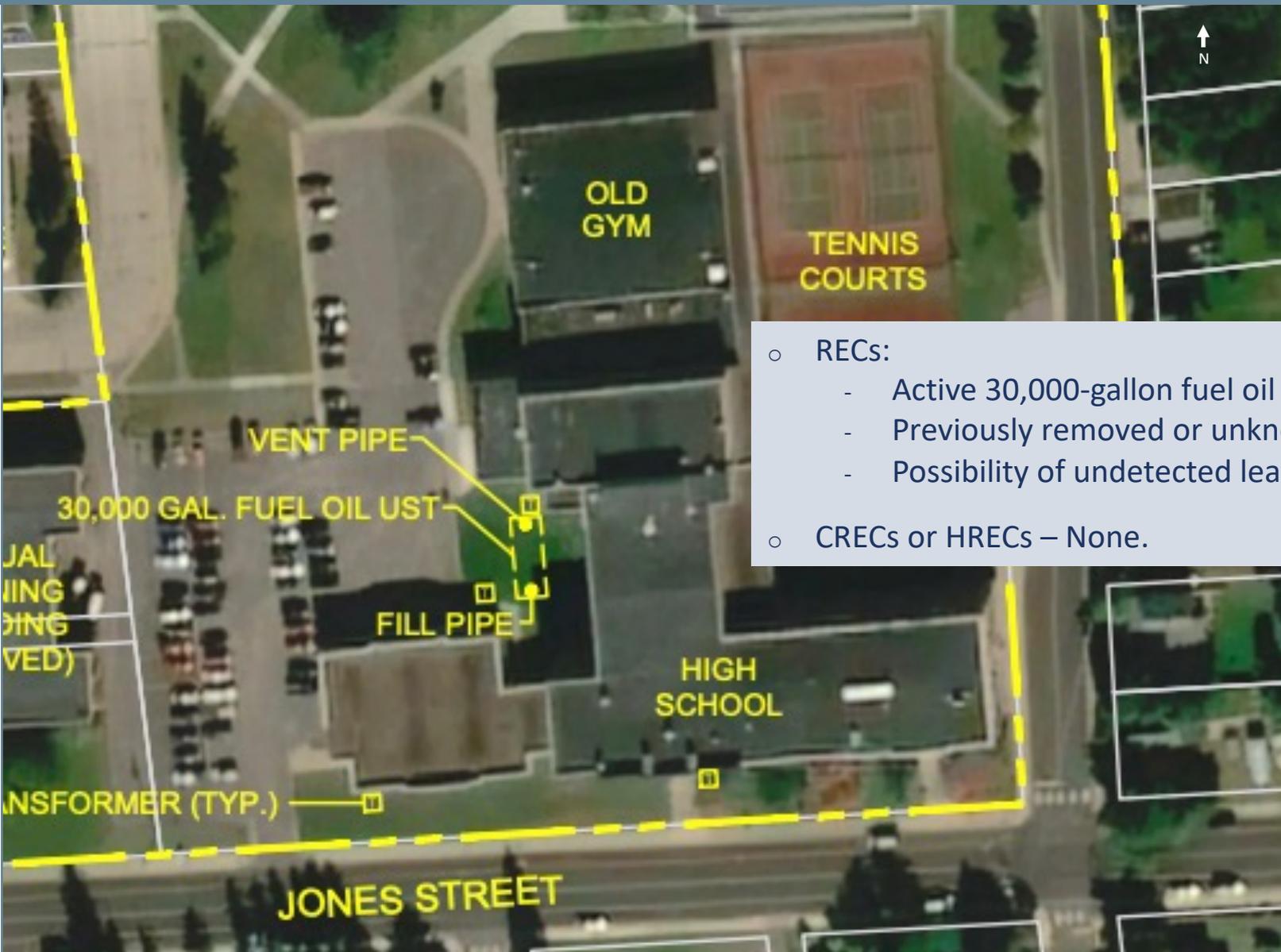
- Parcel ownership is unclear.
- Street ROW dedication unclear.
- Multiple legal description issues.

1,
2,

Resolved



Environmental Site Assessment



- RECs:
 - Active 30,000-gallon fuel oil UST.
 - Previously removed or unknown USTs.
 - Possibility of undetected leaks or spills.
- CRECs or HRECs – None.

Topography

ALTA/NSPS LAND TITLE SURVEY

LOTS 1-18, BLOCK 48 AND LOTS 1-7, BLOCK 47 CENTRAL DIVISION NO. 1,
AND PART OF THE SW1/4 OF NW1/4 AND THE NE1/4 OF SW1/4 OF SEC. 32,
T. 58 N., R 17 W. OF THE 4TH P.M., ST. LOUIS, MINNESOTA

- Grade generally flat; falls from the north (Harris St.) to the south (Jones St.).

Grade Approx. 3.3% +/-

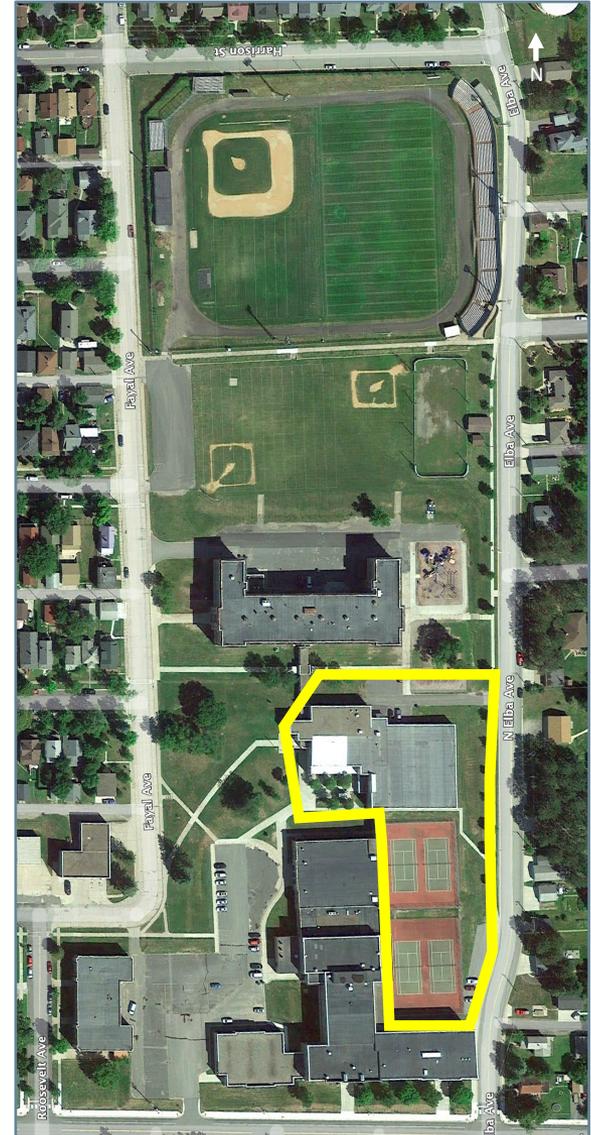
Grade Approx. 3.3% +/-

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Subsurface Condition

- Based on past site exploration and general knowledge of the area.
- General Findings:
 - 15 on-site borings.
 - Borings depth 10' to 20'.
 - Topsoil and/or fill or possible fill, over glacially deposited native, lean clay and silty sand, underlain with apparent bedrock.
 - Minimal refusal at three locations - 3.5', 7.5' & 10' depth.
 - Perched groundwater at 10' in one location.
- Assume greater variability over the entire site.
- Additional borings are required during the time of construction

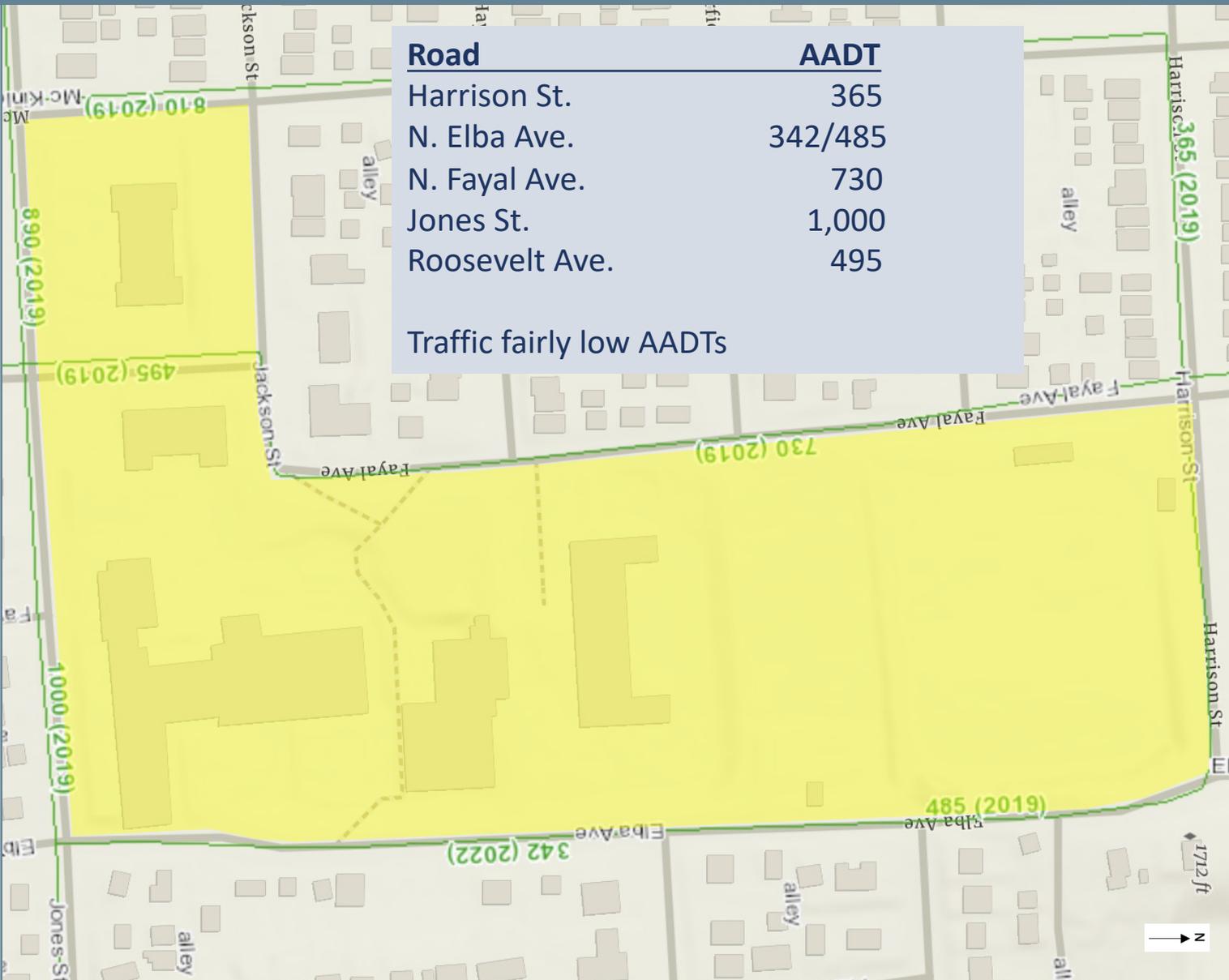


Roads - Functional Classification



Road	Class
Harrison St.	Collector
Elba Ave.	Collector
Fayal Ave.	Collector
Roosevelt Ave.	Collector
Jones St.	Collector

Roads - Annual Average Daily Traffic



Auto Access and Street Alignment



- ◆ Street
- Alley
- Drive Way

- Continuing the street grid may not be possible, but it could create other options for site layout of land uses and circulation.
- Various driveways and alleys create challenges for site ingress/egress in certain areas.

Pedestrian Access



- Excellent pedestrian access to and from the site to other parts of the city.

Sidewalks

-  Both sides
-  West Side
-  North Side
-  None

Public and Private Utilities

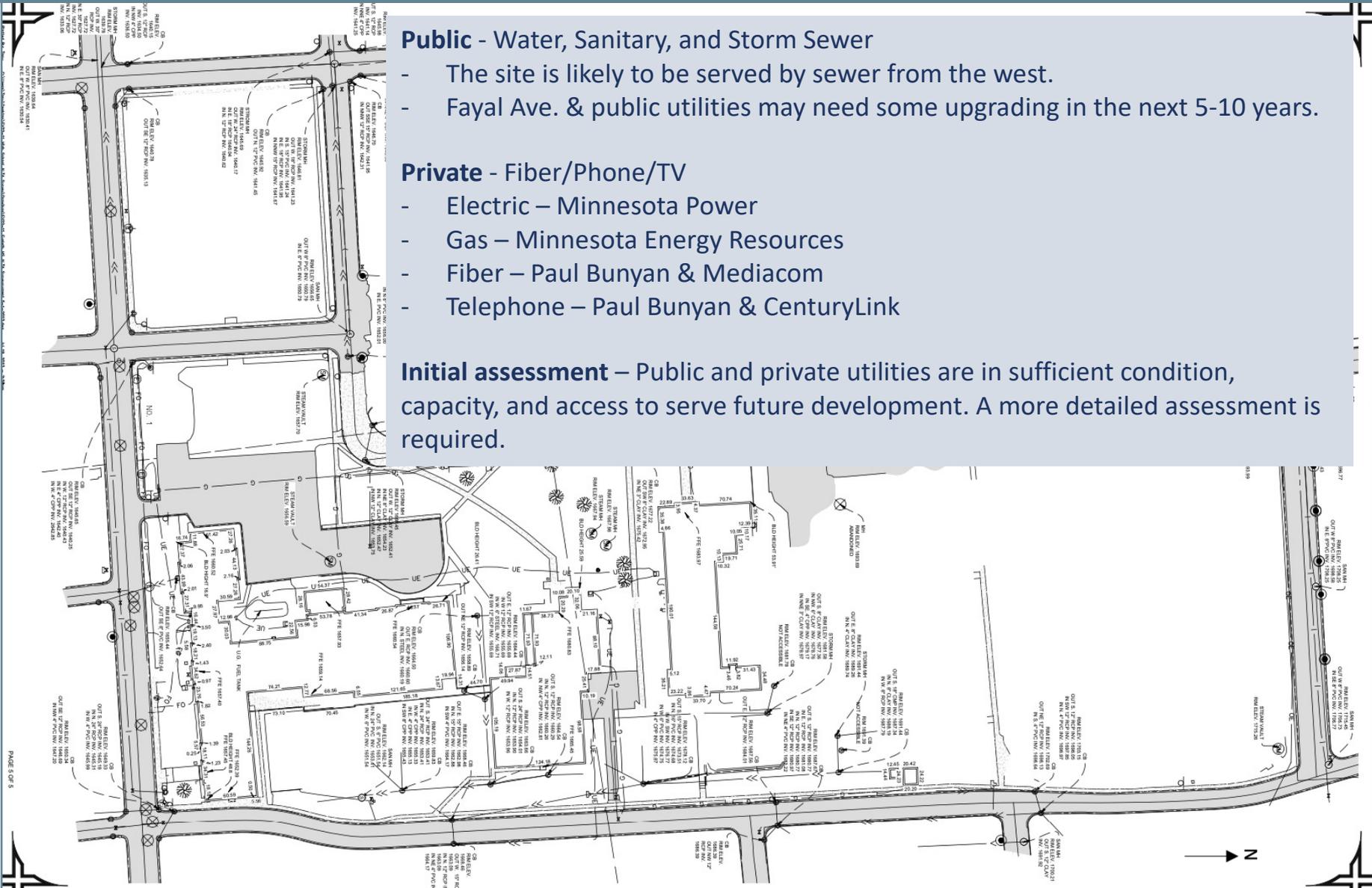
Public - Water, Sanitary, and Storm Sewer

- The site is likely to be served by sewer from the west.
- Fayal Ave. & public utilities may need some upgrading in the next 5-10 years.

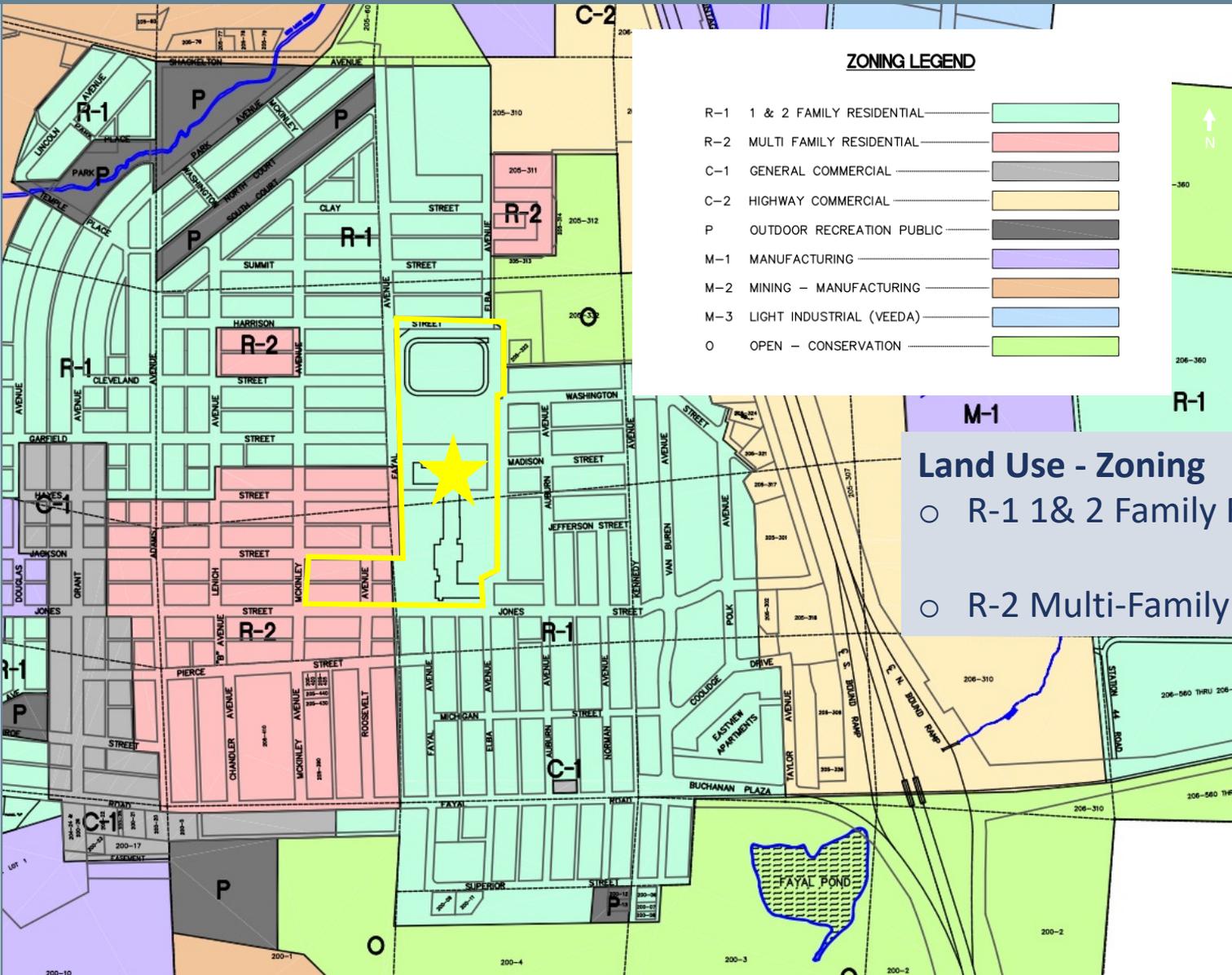
Private - Fiber/Phone/TV

- Electric – Minnesota Power
- Gas – Minnesota Energy Resources
- Fiber – Paul Bunyan & Mediacom
- Telephone – Paul Bunyan & CenturyLink

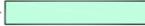
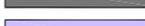
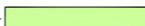
Initial assessment – Public and private utilities are in sufficient condition, capacity, and access to serve future development. A more detailed assessment is required.



Land Use



ZONING LEGEND

R-1	1 & 2 FAMILY RESIDENTIAL	
R-2	MULTI FAMILY RESIDENTIAL	
C-1	GENERAL COMMERCIAL	
C-2	HIGHWAY COMMERCIAL	
P	OUTDOOR RECREATION PUBLIC	
M-1	MANUFACTURING	
M-2	MINING - MANUFACTURING	
M-3	LIGHT INDUSTRIAL (VEEDA)	
O	OPEN - CONSERVATION	



Land Use - Zoning

- R-1 1& 2 Family Residential
- R-2 Multi-Family Residential

Capital Improvements Plan

- **City of Eveleth** – No road or utility projects are planned between 2024 and 2028 in the ROW adjacent to the site.
- **St. Louis County** – No road projects are planned between 2024 and 2028 in the ROW adjacent to the site.

1 Baseball/Football Fields & Track



Constructed	1941
Expected Vacation	2024
Tentative Demolition	2024
Property Tax	\$0



2 Recreation Area & Parking Lot



Expected Vacation	2024
Tentative Demolition	2024
Property Tax	\$0



3 Franklin Elementary School



Constructed	1922
Expected Vacation	2024
Tentative Demolition	2024
Bld. Size (sf)	95,480
Property Tax	\$0

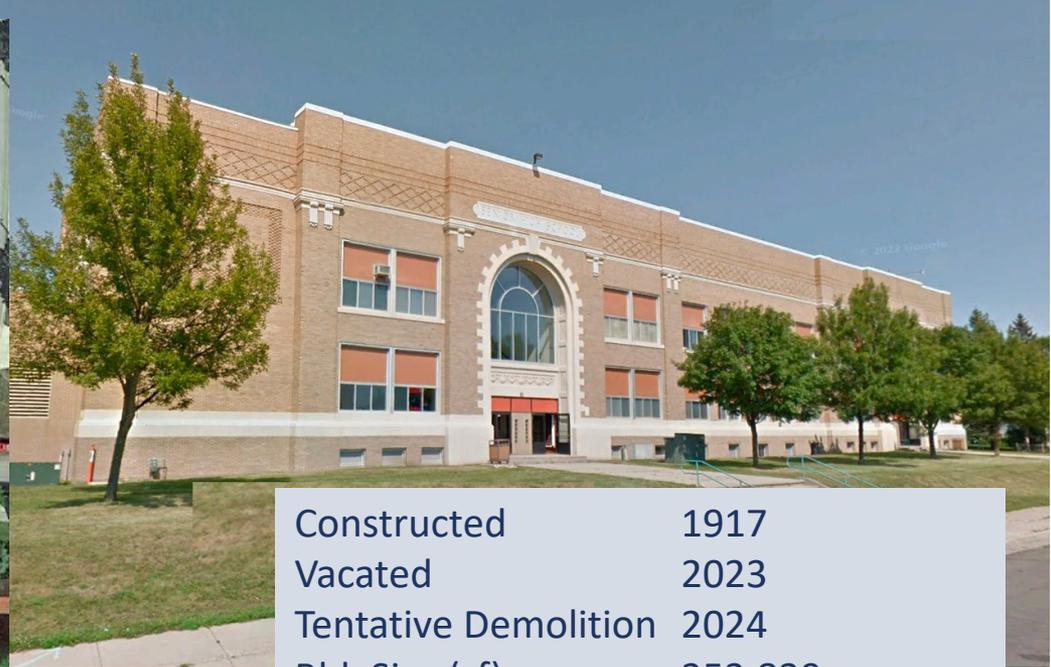
4 Fine Arts/Multi-Purpose Building



Constructed	1992
Expected Vacation	2024
Tentative Demolition	2024
Bld. Size (sf)	33,600
Property Tax	\$0



5 High School



Constructed	1917
Vacated	2023
Tentative Demolition	2024
Bld. Size (sf)	253,829
Property Tax	\$0



6 Manual Arts Building Site



Constructed	1914
Demolished	2022
Bld. Size (sf)	33,000
Property Tax	\$0



7 Junior High School Site



Constructed	1916
Demolished	2021
Bld. Size (sf)	38,589
Property Tax	\$0



Existing Structures

High-Level Assessment of Existing Structures for Possible Reuse

	Existing Structures			
	High School	Fine Arts/Multiple Purpose	Franklin Elementary School	Ball Fields/Stadium
Physical Condition & Functionality	(1)	(1)	(1)	(1)
Substandard Building Inspection	(2) \$11,428,019	n/a	(2) \$4,118,302	n/a
Predesign Assessment	n/a	n/a	(3)	n/a
Heating & Cooling Assessment	n/a	(4)	n/a	n/a
Current Interest for Future Use	(5)	(5)	(5)	(5)

(1) The School District evaluated the building's physical condition and functionality to meet its current and future needs and determined it made more sense to construct new buildings rather than rehabilitate the existing buildings. The entire campus will be vacated by the end of 2024.

(2) A substandard building inspection, required to create a tax increment financing district, was conducted and determined the estimated cost to bring the physical condition of the buildings up to current building codes. Consequently, both the High School and Franklin Elementary School buildings are considered substandard.

(3) A predesign process is underway to determine, at a high level, the physical & financial potential of converting the Franklin Elementary school into housing. The predesign process will be complete by end of September 2023.

(4) A high-level assessment is being undertaken to determine the cost of constructing a heating and cooling plant to serve the Fine Arts/Multipurpose building should the High School be demolished. The building is currently served by the High School's heating plant. The assessment will be complete in August 2023.

(5) Currently, there is no interest by any private or public party to lease or purchase any of these buildings for future use.

Public Funding & Financing - Development

Rock Ridge School District

- **Demolition Funding:**
 - Up to approximately \$5,200,000.
 - Funds may only be used for demolition.
 - Demolition of buildings begins no later than July 2024 and will all be done at one time.

- **City Council Action:**
 - Notify the School District No later than 29 February 2024 if the City would like to retain any of the buildings.
 - After 29 February, preparation for demolition and demolition of the remaining buildings will commence.
 - The School District has no plans and has not allocated funding to be used to preserve, upgrade or use the buildings retained by the City.

Existing Structures

Building Demolition History and Preservation Decision Schedule



Building	Sq. Ft.	Constructed	Demolished	Council Decision	
				to Preserve Buildings by:	Expected Demolition
Fine Arts/Multiple Purpose	33,600	1992		29 Feb 2024	2024
Franklin Elementary School	95,480	1922		29 Feb 2024	2024
High School	253,829	1917		29 Feb 2024	2024
Junior High	38,589	1916	2021		
Manual Arts	33,000	1914	2022		
Total		420,898	100%		
Demolished		71,589	17%		
Remaining		349,309	83%		

Public Financing & Funding - Development

- **Development Sources:**

- **City:**
 - Tax Increment Financing (TIF) - pays for redevelopment and workforce housing costs.
 - The site qualifies as a TIF district.
- **IRRR:**
 - New \$5 million dollar housing development program – Available September 2023. Program details are not yet available.

Next Steps

- **Begin Phase 2, “Develop Vision and Goals”**
 - Assemble an Advisory Committee
 - Prepare the Committee, Community, and Council engagement process and meeting schedule and present it to City Council.
 - Complete Franklin Elementary Predesign.
 - Complete Fine Art/Multipurpose building heating and cooling estimate.

Questions or Comments



Rock Ridge Public Schools: Quarterly Update – 14 AUG 2023



Rock Ridge High School (RRHS)



North Star Elementary School (NSE)



Laurentian Elementary School (LES)



Demolition (VEGD)



District Administration Building (DAB)
Upgrades



AGENDA



1. Review Overall “Core 4” Progress

- **Schedule** Update
- **Safety** Update
- **Quality** Update
- **Budget** Update

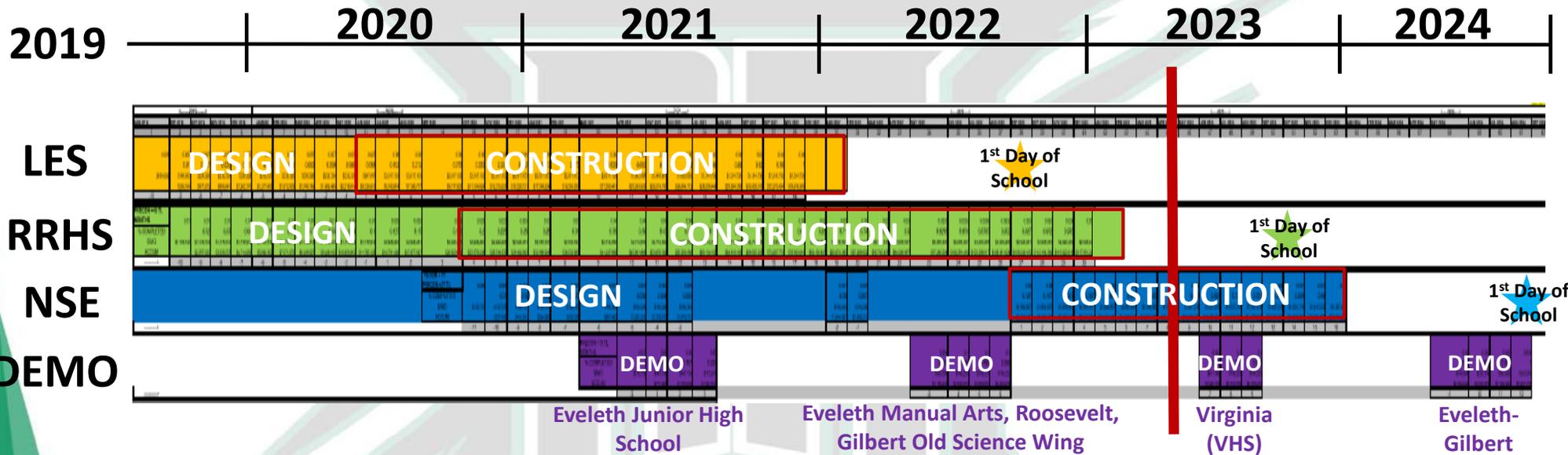
2. KA Contract Amendment #10 Presentation



SCHEDULE



MASTER SCHEDULE



- 100% Complete Laurentian Elementary
- 100% Complete Rock Ridge High School
- 65% Complete North Star Elementary
- 56% Complete Demolition Projects*

*Scope Dependent on District Priorities



REMAINING WORK

Rock Ridge High School



- ~~1. Gym Floor Touch-Ups (April, 2023)~~
- ~~2. Stripe Running Track (May, 2023)~~
- ~~3. Install Fence Wind Screens at Baseball/Softball Fields (May, 2023)~~
- ~~4. Landscaping & Site Work Touchups (May, 2023)~~
- ~~5. Performing Arts Center – Final Programming of Lights (May, 2023)~~
- ~~6. Grandstands at Varsity Baseball & Varsity Softball RR-FFE (May, 2023)~~
- ~~7. Stadium Grandstand Scrim Finishes RR-FFE (May, 2023)~~
- ~~8. Video Board at Aquatics Center RR-FFE (May, 2023)~~
- 9. 11-Month Warranty Inspection – Site (August, 2023)**
- 10. 11-Month Warranty Inspection – Envelope (September, 2023)**
- 11. 11-Month Warranty Inspection – Building (December, 2023)**



SAFETY



SAFETY SUMMARY



Current Updates:

- ~**75** Workers/Day
- ~**10** District Contractors Active On-Site
- Zero (**0**) Additional Lost-Time Accidents
- Zero (**0**) OSHA Violations / Citations
- O.S.H.A. Consultation Program Ongoing
 - Next N.S.E. Consultation: 17 AUG, 2023



QUALITY

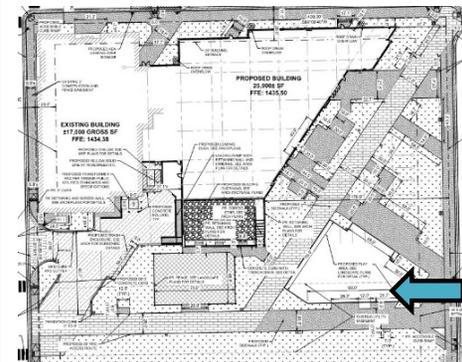
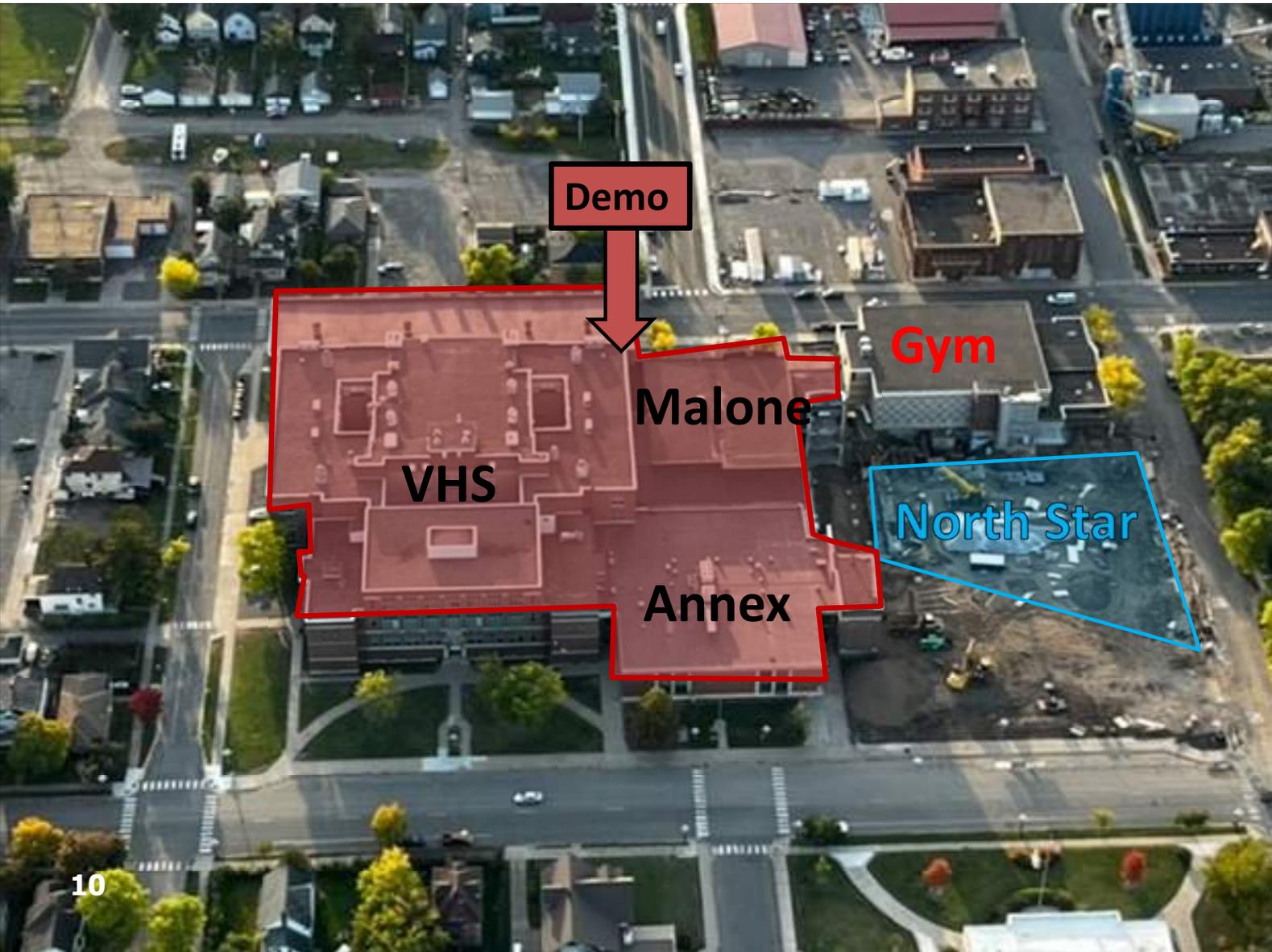


Cunningham

DEMOLITION PHOTO UPDATE

Malone/Annex & VHS Demo

Aerial
Photo



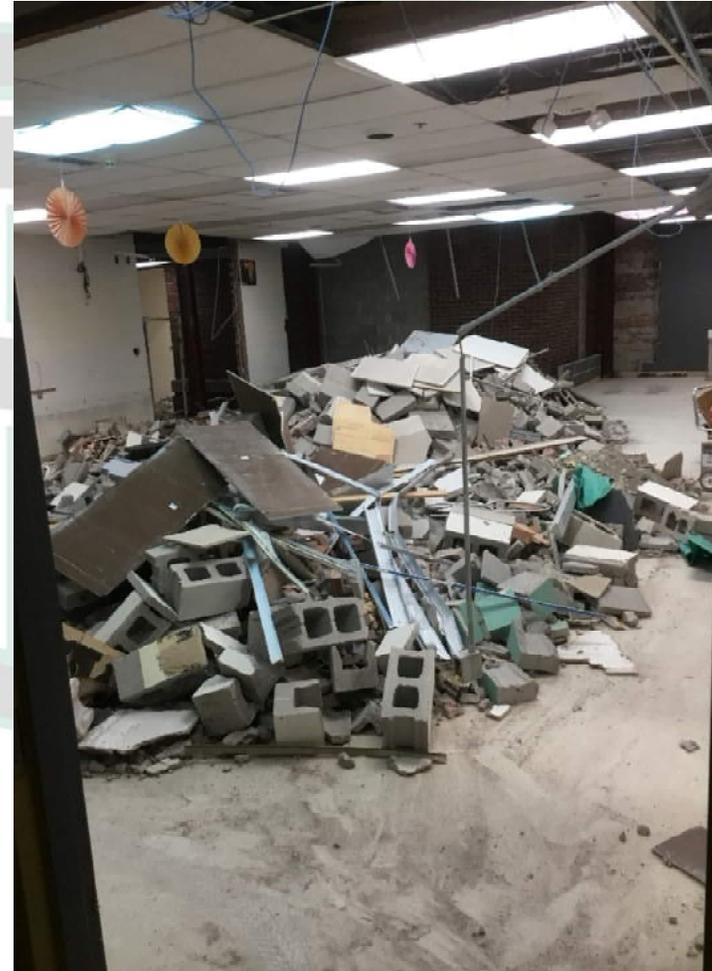


ABATEMENT





DEMO NEEDED FOR ABATEMENT





DEMO NEEDED FOR ABATEMENT





TERRAZZO FLOOR ABATEMENT





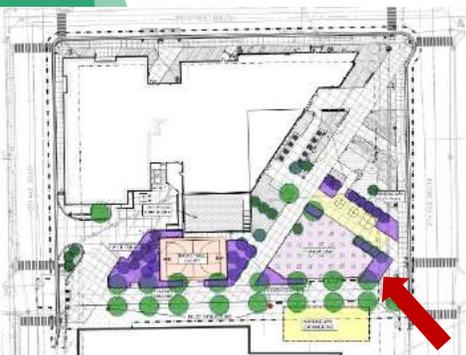
Cunningham

NORTH STAR ELEMENTARY PHOTO UPDATE

August
2023



**EXTERIOR
(Front)**





**EXTERIOR
MAIN ENTRY**





MAIN COMMONS FROM ENTRY



August
2023





**MAIN COMMONS
BACK TO ENTRY**



**August
2023**





August
2023



INFORMAL LEARNING

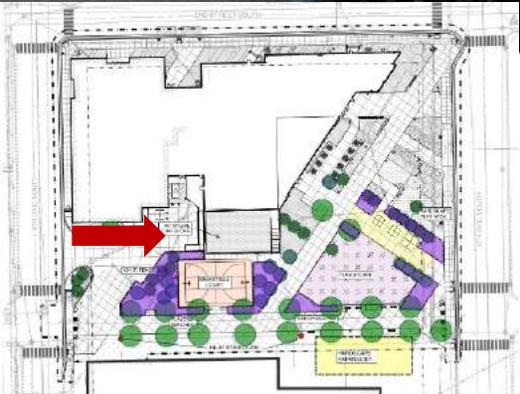
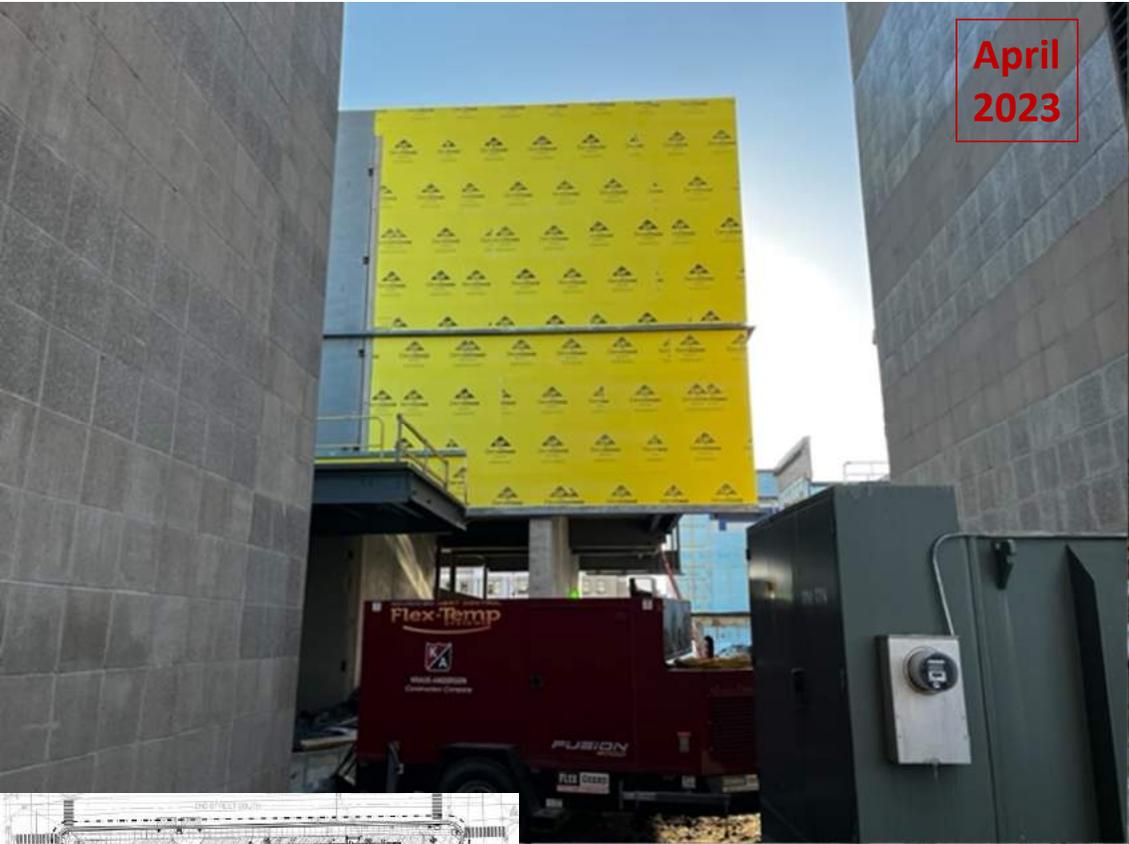


August
2023

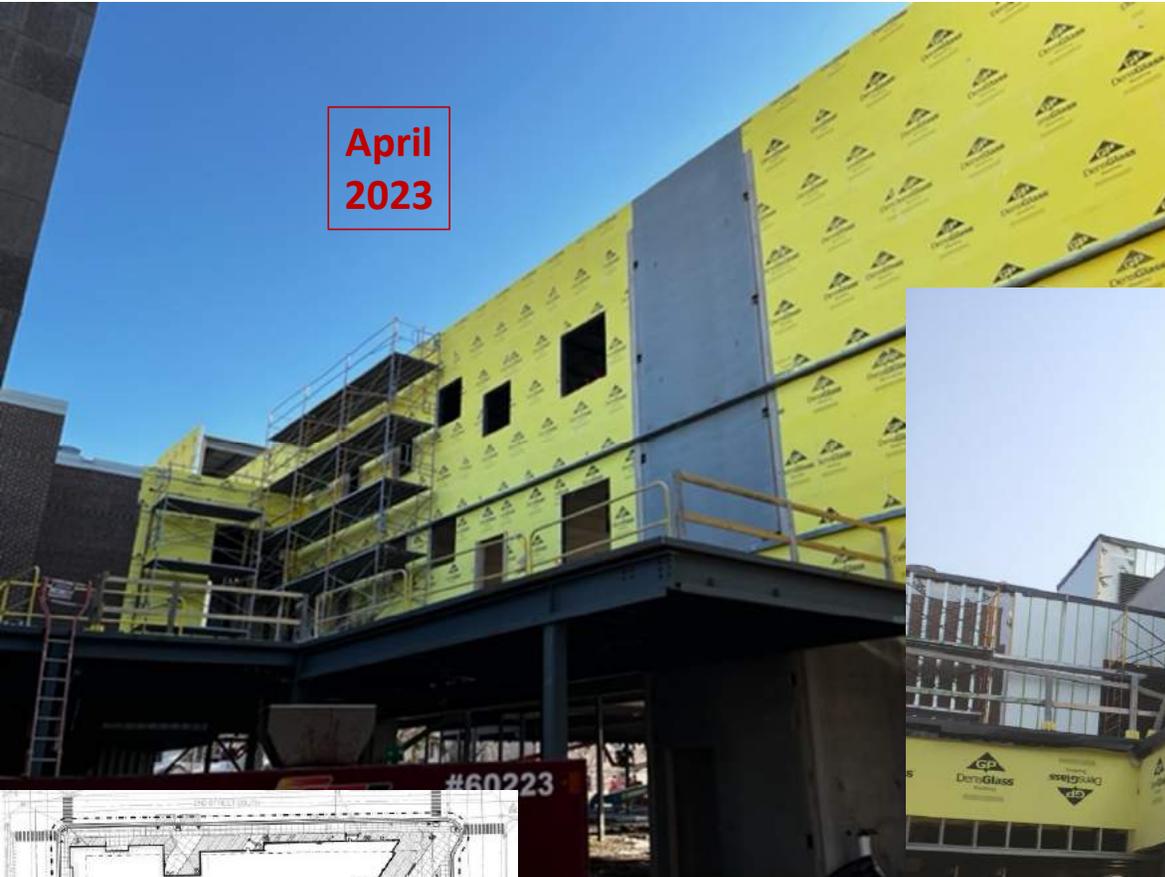


MEDIA CENTER





April
2023



August
2023





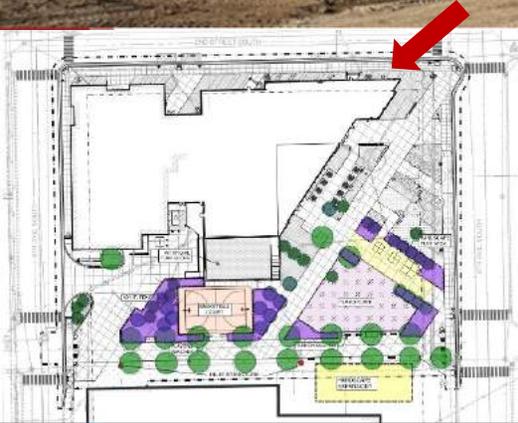
**April
2023**



**August
2023**



**April
2023**



**August
2023**



**April
2023**

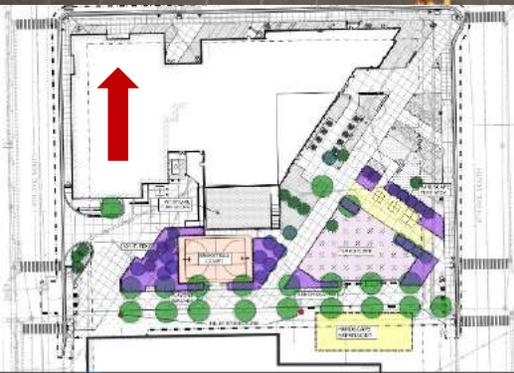
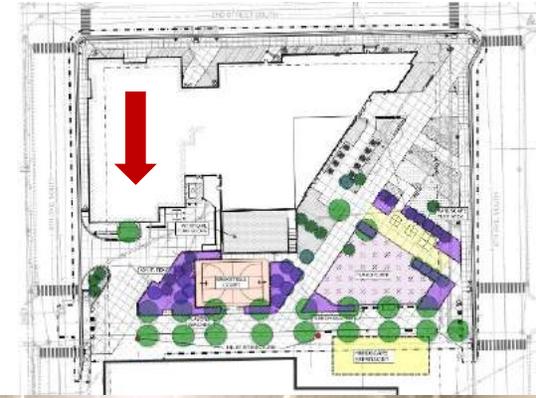


**August
2023**





August 2023





BUDGET

MASTER BUDGET



Laurentian Original	Laurentian Current	Laurentian Spent-to-Date	Laurentian Remaining
			\$ 656,701.78
34,000,000.00	\$ 33,343,298.22	\$ 33,343,298.22	\$ -
\$0.00	\$0.00		
RRHS Original	RRHS Current	RRHS Spent-to-Date	RRHS Remaining
			\$ 1,752,405.77
114,500,000.00	\$ 122,717,970.60	\$ 120,965,564.83	\$ 1,752,405.77
\$0.00	\$0.00		
Demolition Original	Demolition Current	Demolition Spent-to-Date	Demolition Remaining
			\$ 2,993,281.54
7,500,000.00	\$ 5,645,103.03	\$ 2,651,821.49	\$ 2,993,281.54
\$0.00	\$0.00		
North Star Original	North Star Current	North Star Spent-to-Date	North Star Remaining
			\$ 20,849,196.24
27,000,000.00	\$ 39,696,225.37	\$ 18,847,029.13	\$ 20,849,196.24
\$0.00	\$0.00		

Grand Total Current	Grand Total Spent-to-Date	Grand Total Remaining
\$ 217,952,597.22		
\$ 201,402,597.22	\$ 175,807,713.67	\$ 25,594,883.55
\$ -		

DISTRICT HAS SPENT
87% OF ALL CURRENTLY-
ALLOCATED FUNDS FOR
THESE PROJECTS

North Star Elementary School

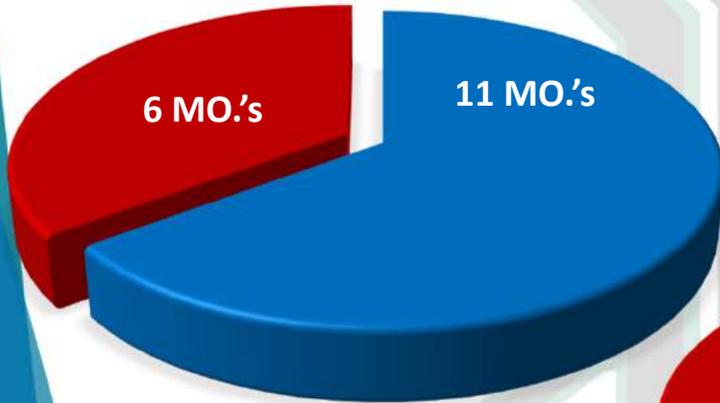
PROJECT BUDGET SUMMARY



SCHEDULE

Total Duration: 17 mo.

65%



50%

EXPENDITURES

Total Budget: \$39.7M



CONTINGENCY

Total Contingency: \$1.4M





Demolition Projects

PROJECT BUDGET SUMMARY

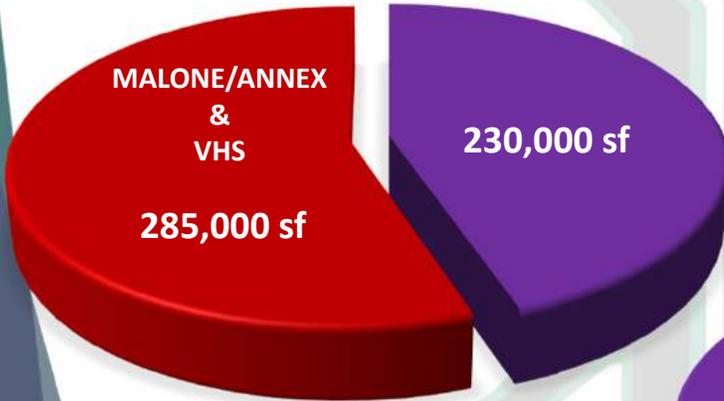
[Excluding Demolition of Gilbert JH / Nelle Sheen / EGSHS + Gym / Franklin Elementary]

SCHEDULE

Total Demolition: 515,000 sf **46%**

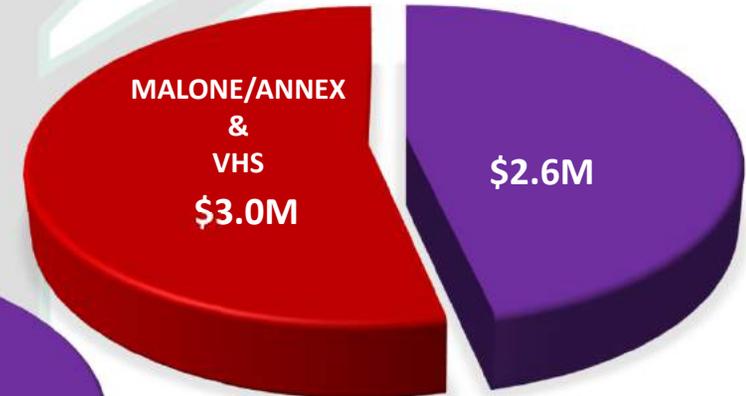
EXPENDITURES

Total Budget: \$5.6M



CONTINGENCY

Total Contingency: \$48k



DEMOLITION SCOPE:

- Potential unforeseen/concealed conditions (Example: hazardous materials, existing utilities, etc..)
- Unfunded Demolition: Gilbert JH, Nelle Sheen, EGSHS + Gym, Franklin Elementary
- Remaining 285,000 SF of demolition is allocated to Virginia's Malone/Annex & **VHS**



KA Contract Amendment #10



Review of CM Contract Amendment #10



KA Contract Amendment #10 Contract Amendment History



- \$178,500,000
 - Original referendum amount
- 1. \$190,000,000 (CM Amendment #01)
 - +\$11.5M of: bond interest, school board contributions, fundraising, capital fund, ERATE, & deferred maint. commitments
- 2. \$190,500,000 (CM Amendment #02)
 - +\$500k of fundraising commitments & a General Conditions budget refinement
- 3. \$190,900,000 (CM Amendment #03)
 - +\$400k of fundraising commitments & a General Conditions budget refinement
- 4. \$191,500,000 (CM Amendment #04)
 - Added Fundraising Commitments, ESSER Funding, & Real Estate Sale Proceeds
- 5. \$192,950,000 (CM Amendment #05)
 - Added Fundraising Commitments (\$300k), School Funding (\$500k), & Deferred Maintenance/Taconite Funding (\$700k)
- 6. \$193,300,828 (CM Amendment #06)
 - Added Fundraising Commitments (\$360k)
- 7. \$198,000,828 (CM Amendment #07)
 - Added Funding From IRRRB to North Star (\$4.7M)
- 8. \$198,302,597 (CM Amendment #08)
 - Added Funding From Deferred Maint. For District Admin Building & Wrestling Area Work (\$302K)
- 9. \$198,302,597 (CM Amendment #09)
 - No Changes to Total Referendum Funding – Budget Finalization of Rock Ridge High School project
- 10. \$201,402,597 (CM Amendment #10)
 - Added funding from IRRRB (\$3.1M)



KA Contract Amendment #10 Contract Amendment Summary



- **Total ADD amount of appx. \$117,075.05**
 1. General Conditions –: **+\$75,158.78**
 - Budget Refinement to match project progressions
 - 100% returned if/when unspent
 2. Site Services –: **\$0**
 - Budget Refinement to match project progressions
 - 100% returned if/when unspent
 3. Reimbursable Expenses: **\$0**
 - Budget Refinement to match project progressions
 - 100% returned if/when unspent
 4. CM Fee – : **+\$41,916.27**
 - Contractual 2% of total currently-recorded Cost of the Work



KA Contract Amendment #10

Contract Amendment Details



KRAUS-ANDERSON®

10-Aug-23

	CM Amendment #09 (APR 2023)	CM Amendment #10 (AUG 2023)	Net Change	Remarks
ISD#2909 Rock Ridge Public Schools - Grand Total				
KA General Conditions	\$ 5,079,591.37	\$ 5,154,750.15	\$ 75,158.78	1. Net amendment change of appx. \$117,075.05 - Primarily due to the additional funding received from the IRRRB, which was infused into the Demo and North Star projects.
KA Site Services	\$ 7,081,115.78	\$ 7,081,115.78	\$ -	
KA Reimbursables	\$ 1,257,956.73	\$ 1,257,956.73	\$ -	
KA Construction Manager Fee (Construction)	\$ 3,251,670.24	\$ 3,293,586.51	\$ 41,916.27	
Grand Total (Breakouts #01 - #04)	\$ 16,670,334.12	\$ 16,787,409.17	\$ 117,075.05	
Breakout #01: Laurentian Elementary School (formerly Eveleth-Gilbert Elementary School)				
KA General Conditions	\$ 715,137.51	\$ 715,137.51	\$ -	1. No Adjustments on this Amendment. 2. Project is complete.
KA Site Services	\$ 1,549,833.00	\$ 1,549,833.00	\$ -	
KA Reimbursables	\$ 222,447.55	\$ 222,447.55	\$ -	
KA Construction Manager Fee (Construction)	\$ 531,245.73	\$ 531,245.73	\$ -	
Subtotal Breakout #01	\$ 3,018,663.79	\$ 3,018,663.79	\$ -	
Breakout #02: Rock Ridge High School				
KA General Conditions	\$ 3,228,725.88	\$ 3,228,725.88	\$ -	1. No Adjustments on this Amendment. 2. Project is complete.
KA Site Services	\$ 3,840,645.70	\$ 3,840,645.70	\$ -	
KA Reimbursables	\$ 762,846.18	\$ 762,846.18	\$ -	
KA Construction Manager Fee (Construction)	\$ 2,019,563.27	\$ 2,019,563.27	\$ -	
Subtotal Breakout #02	\$ 9,851,781.03	\$ 9,851,781.03	\$ -	
Breakout #03: Structural Demolition Projects				
KA General Conditions	\$ 10,000.00	\$ 20,000.00	\$ 10,000.00	1. CM Fee & General Conditions adjustment, due to increased demo scope (VHS), which increased construction costs.
KA Site Services	\$ 311,942.08	\$ 311,942.08	\$ -	
KA Reimbursables	\$ 54,533.00	\$ 54,533.00	\$ -	
KA Construction Manager Fee (Construction)	\$ 74,590.65	\$ 103,394.75	\$ 28,804.10	
Subtotal Breakout #03	\$ 451,065.73	\$ 489,869.83	\$ 38,804.10	
Breakout #04: North Star Elementary School (formerly Virginia Elementary School)				
KA General Conditions	\$ 1,125,727.98	\$ 1,190,886.76	\$ 65,158.78	1. CM Fee & General Conditions adjustments, due to increased funding from the IRRRB, for additional site work under VHS and other misc. added scope items.
KA Site Services	\$ 1,378,695.00	\$ 1,378,695.00	\$ -	
KA Reimbursables	\$ 218,130.00	\$ 218,130.00	\$ -	
KA Construction Manager Fee (Construction)	\$ 626,270.59	\$ 639,382.76	\$ 13,112.17	
Subtotal Breakout #04	\$ 3,348,823.57	\$ 3,427,094.52	\$ 78,270.95	



Conclusion & Discussion



Questions?

Board Approval?

***REQUESTING VOTE TO APPROVE KRAUS-ANDERSON'S
CM CONTRACT AMENDMENT #10 FOR \$117,075.05***



Current Referendum Projects Status



Rock Ridge High School (RRHS)



North Star Elementary School (NSE)



Laurentian Elementary School (LES)



Franklin Elementary
Manual Arts
Old Junior High
Eveleth Gilbert High School

Demolition (VEGD)



District Administration Building (DAB)
Upgrades

~3 of ~4 YEARS
COMPLETE!

REFERENDUM WORK IS
87% COMPLETE!



Miscellaneous Updates



Orthopaedic Associates

- 14 AUG Punchlist
- 14-18 AUG Owner Move-in
- 18 SEP Start Seeing Patients

District Admin Building Mech. Upgrades Phase 1

- 01 SEP Wrestling Space Certificate of Occupancy
- 15 SEP OA Space Certificate of Occupancy

District Admin Building Mech. Upgrades Phase 2

- 17 AUG Bids are Due
- 28 AUG Present to Board for Approval
- 02 OCT – 29 DEC Prelim Construction Schedule



THANK YOU!

**#FIERCELY
UNITED**



**#ROCKRIDGE
RISING**

GO WOLVERINES!

**CONTRACT AMENDMENT NO. 10 TO
CONSTRUCTION MANAGER AGREEMENT**

THIS AMENDMENT TO CONSTRUCTION MANAGER AGREEMENT is made this **14th day of August, 2023** by Rock Ridge Public Schools – ISD 2909 ("Owner") and Kraus-Anderson Construction Company ("Construction Manager").

WITNESSETH THAT WHEREAS:

A. Owner and Construction Manager are parties to that certain **Standard Form of Agreement Between Owner and Construction Manager as Adviser** dated **December 12, 2018** (the "Contract") with respect to construction management on various construction projects for the Owner (the "Projects").

B. Owner and Construction Manager now desire to amend the Contract.

NOW, THEREFORE, in consideration of the foregoing recitals and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby amend the Contract and agree as follows.

1. Section 11.1.2 shall be amended such that the Construction Manager's Preconstruction and Construction Phase Basic Site Services ("Site Services"), Reimbursable Expenses, and Fee shall be fixed as a lump sum for the projects as follows, and as shown on Exhibit A attached hereto, for the following Projects:
 - a. Laurentian Elementary School (Eveleth-Gilbert Elementary School)
 - b. Rock Ridge High School (Career Academy High School)
 - c. Structural Demolition Projects
 - d. North Star Elementary School (Virginia Elementary School)

Exhibit A contains assumptions based upon the total Cost of the Work and scheduled duration for each of the Projects. Should these assumptions be exceeded, the Construction Manager shall be entitled to an equitable adjustment of its Site Services, Reimbursable Expenses, General Conditions, and Fee.

2. Except as modified herein, the Contract shall remain in full force according to its terms.
3. This Amendment may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed an original and all of which counterparts, taken together, shall constitute one and the same instrument. Delivery of an executed counterpart of a signature page of this document by facsimile or other generally accepted electronic means shall be effective as delivery of a manually executed counterpart of this document.

4. The contract dollar amount change is a **INCREASE** of **\$117,075.05**, distributed as follows:



10-Aug-23

	CM Amendment #09 (APR 2023)	CM Amendment #10 (AUG 2023)	Net Change	Remarks
ISD#2909 Rock Ridge Public Schools - Grand Total				
KA General Conditions	\$ 5,079,591.37	\$ 5,154,750.15	\$ 75,158.78	
KA Site Services	\$ 7,081,115.78	\$ 7,081,115.78	\$ -	
KA Reimbursables	\$ 1,257,956.73	\$ 1,257,956.73	\$ -	
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KA Site Services	\$ 3,840,645.70	\$ 3,840,645.70	\$ -	
KA Reimbursables	\$ 762,846.18	\$ 762,846.18	\$ -	
KA Construction Manager Fee (Construction)	\$ 2,019,563.27	\$ 2,019,563.27	\$ -	
Subtotal Breakout #02	\$ 9,851,781.03	\$ 9,851,781.03	\$ -	1. No Adjustments on this Amendment. 2. Project is complete.
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KA General Conditions	\$ 10,000.00	\$ 20,000.00	\$ 10,000.00	
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KA Reimbursables	\$ 54,533.00	\$ 54,533.00	\$ -	
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Subtotal Breakout #03	\$ 451,065.73	\$ 489,869.83	\$ 38,804.10	1. CM Fee & General Conditions adjustment, due to increased demo scope (VHS), which increased construction costs.
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KA Site Services	\$ 1,378,695.00	\$ 1,378,695.00	\$ -	
KA Reimbursables	\$ 218,130.00	\$ 218,130.00	\$ -	
KA Construction Manager Fee (Construction)	\$ 626,270.59	\$ 639,382.76	\$ 13,112.17	
Subtotal Breakout #04	\$ 3,348,823.57	\$ 3,427,094.52	\$ 78,270.95	1. CM Fee & General Conditions adjustments, due to increased funding from the IRRRB, for additional site work under VHS and other misc. added scope items.

IN WITNESS WHEREOF, the parties hereto have executed this **Amendment No. 10** to Construction Manager Agreement as of the date first set forth above. The undersigned further acknowledges that he or she is authorized to enter into this Amendment on behalf of the party designated below.

ROCK RIDGE PUBLIC SCHOOLS – ISD
2909

Dated: _____, 2023

By: _____

Title: _____

KRAUS-ANDERSON CONSTRUCTION
COMPANY

Dated: _____, 2023

By: _____

Title: _____

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, JULY 10, 2023, 6:00 P.M.**

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

Members Present:

Bill Addy Tim Riordan
Nicole Culbert-Dahl Pollyann Sorcan
Brandi Lautigar John Uhan
 Lisa Westby

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Matt Krage, Secondary Teacher

Members Absent:

None

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

- II. **APPROVE AGENDA:**
 - A. Discussion on the 1404 Building was added under the Superintendent Report as Item 5.3.2.
 - B. Motion to **approve the agenda as amended** made by UHAN, seconded by ADDY. Motion passed unanimously.

- III. **RECOGNITION OF VISITORS AND VISITOR INPUT:** Jeannine Bauman – Speaking on behalf of EMRR on the working relationship between the school board and teaching staff; Jessica Hanson – Board discussion and behavior during the June 12 board meeting; Fritz Kvaternik – 1404 Building; Todd Ufford – GSA Club; Paula Larson – GSA Club.

- IV. **CONSENT AGENDA:**
 - A. Motion to **approve the consent agenda** made by RIORDAN, seconded by LAUTIGAR. Motion passed unanimously.
 1. Approval of June 26, 2023 regular meeting minutes.
 2. Acceptance of resignation of Brian Hake from the Secondary Teacher position effective June 27, 2023.

- V. **REPORTS:**
 - A. Motion to **approve the Treasurer’s Report and Payment of the Bills** made by UHAN, seconded by WESTBY. Motion passed unanimously.
 - B. Supt. Schmidt provided a recap of the Rock Ridge Staff Survey. Motion to **approve the update of the survey** made by RIORDAN, seconded by CULBERT-DAHL. Motion passed unanimously.
 - C. Supt. Schmidt reviewed the administrative changes that have occurred since the Virginia and Eveleth-Gilbert Districts consolidated. He also discussed the current situation with the 1404 Building and the Northland Learning Center potentially looking to purchase it.

- VI. **ADMINISTRATION ITEMS:**
 - A. Motion to **approve quote #1 from Thomas Creative Apparel, Inc. in the amount of \$31,000 for Rock Ridge choir robes** made by CULBERT-DAHL, seconded by UHAN. Motion passed unanimously.
 - B. Motion to **approve to continue the Elementary S.M.A.R.T. program and staffing for the 2023-2024 school year** made by ADDY, seconded by WESTBY. Motion passed unanimously.
 - C. Motion to **approve the Child and Adult Care Program Renewal of Contract for Vended Meals 2023** made by RIORDAN, seconded by ADDY. Motion passed unanimously.

- VII. **MEETING ANNOUNCEMENTS** were made.

VIII. **ADJOURNMENT:** Meeting adjourned at 6:55 P.M.

CHAIR - BILL ADDY

CLERK – BRANDI LAUTIGAR

7. Preparing a yearly budget.
8. Arranging transportation to away meets.
9. Verifying student eligibility.

PROFESSIONAL CERTIFICATIONS:

Animal Chiropractic Certification (IVCA)
Graston Technique Certification
Kinesio-Tape Certification
Acupuncture Certification (NBCE)
American Red Cross CPR & First Aid Certification
Private Pilot Certification

PROFESSIONAL AFFILIATIONS:

Member of American Chiropractic Association
Member of Montana State Chiropractic Association
Member of AOPA

PROFESSIONAL HONORS AND HIGHLIGHTS:

Three-time Coach of the Year Finalist
Three-time Region 8 Coach of the Year Finalist
Three-time District Coach of the Year Finalist
Youngest coach in North Dakota to win a state track and field championship
Head coach of 1995 Boys Class B State Champions
Head coach of 27 individual state track champions (ND & ID)
Male Track and Field Athlete of the Year (North Dakota)

COLLEGE ACTIVITIES and HONORS:

First Idaho State MPE student to perform a teaching practicum
First Idaho State MPE student to perform an off-site administrative internship
Vice President of Minot State University Psychology Club, 1995-97
President of Minot State Club of Physical Educators, 1994-1995
Former or present holder of five Minot State University track records

Chelsea Winans

EDUCATION

Bemidji State University – Bemidji, MN, December 2022, Elementary Education
University of Minnesota – Duluth, MN, August 2017 – August 2019, Elementary Education
Mesabi Range College – Virginia, MN, May 2017, A.A. Degree (PSEO during junior/senior year of high school)
Mountain Iron-Buhl HS – Mountain Iron, MN, May 2017, High School Diploma

EXPERIENCE RELATED TO TEACHING

Math Practicum , Parkview Elementary School, Virginia, MN	Fall 2021
Science Practicum , Parkview Elementary School, Virginia, MN	Fall 2021
Language Arts Practicum , Parkview Elementary School, Virginia, MN	Fall 2021
Assistant Infant Teacher , Summit School, Duluth, MN	2018-2019
<ul style="list-style-type: none">• Worked with infants ages 6 weeks – 16 months old• Attended to the needs of the infants in the room• Assisted the lead teacher with gathering development assessments to present to the parents during conferences	
Early Head Start Teacher , Bois Forte Vermilion Head Start, Tower, MN	2019-Present
<ul style="list-style-type: none">• Teach children ages 18 months – 3 years old• Attend to any of the needs children may have• Conduct parent-teacher meetings 3 times a year to keep in contact with each child's development and goal setting for their children.	
Volunteer Basketball Coaching , Mountain Iron, MN	2015-2017
<ul style="list-style-type: none">• Attend Elementary practice to teach children aged 5-13 the fundamentals of basketball	
Student Teaching , Parkview Elementary School, Virginia, MN	Fall 2022

OTHER WORK EXPERIENCE

Laborer, ULLAND BROS. INC., Virginia, MN Summer of 2017

- Worked as a flagger to manage traffic through construction zones for safety measures

ACTIVITIES AND RECOGNITION

College:

Dean's List
Graduated Cum Laude

High School:

Varsity Basketball
Women's Player of the Year
All-Star First Team
Miss Basketball Top 5 Finalist
D.A.R.E

INTERESTS

Fishing, hunting, trapping, snowboarding, snowmobiling, hiking, traveling, sports, family, and friends

Family Nurse Practitioner Track
College of St. Scholastica, Duluth, Minnesota
Date of Graduation: December, 2004

Bachelor of Arts Degree in Nursing
College of St. Scholastica, Duluth, Minnesota
Date of Graduation: May, 1999

Professional registrations and certifications

American Nurses Credentialing Center (ANCC) certified since March, 2005
Minnesota Board of Nursing Registered Nurse since July, 1999
Minnesota Board of Nursing CNP since December 2014
Wisconsin Board of Nursing APRN and RN since October 2005
North Dakota Board of Nursing APRN and RN since April 2018
BLS and ACLS certification
DEA Registered MN and WI
Medicare/Medicade Certified

Linda C. Fedor, Ed.D.

Professional Goal

My goal is to utilize my knowledge and experience to assure that children will be successful readers, writers, and problem solvers.

Educational History

2013: Wilkes University, Ed. D. in K-12 Administration

2007: University of Scranton, *Superintendent's Letter of Eligibility and Reading Supervisory Certificate*

1992: University of Scranton, *Principal Certificate*

1981: University of Scranton, *MA in Reading*

Employment History

2015 - Present: Adjunct Professor, Education Department, University of Scranton

2006- 2015: District Reading Supervisor, Wallenpaupack Area School District

2001-2006: Middle School Principal, Wallenpaupack Area School District

1984-2001: Middle School Reading Teacher, Wallenpaupack Area School District

Professional Experience

- Taught nine college courses including 49 sections over seven years
- Designed and delivered all district-wide training in Teacher Effectiveness, School Performance Profile, Student Learning Outcomes, and PVAAS data
- Designed, implemented, and supervised district RtII
- Evaluated ELA/English teachers K-12
- Designed all year-long professional development modules based on Bill Daggett's Rigor/Relevance/Relationships
- Supervised the writing of all sections of the district's Comprehensive Plan

Professional Activities

- Attended Language Essential for Teachers of Reading and Spelling (LETRS)
- Served on Middle States Accreditation Teams (trained as chairperson)
- Served on NEIU 19 Continuing Professional Education Council
- Represented district at Curriculum Network at NEIU 19
- Completed PA Inspired Leadership
- Trained in John Collins writing
- Trained in Reading Apprenticeship
- Serve on Executive Board of Keystone State Literacy Association Northeast PA
- Member of PAPFC, ASCD, PASCD, ILA, KLA-NEPA

ROCK RIDGE PUBLIC SCHOOLS

Salary and Benefits for the Positive Community Norms Grant Coordinator – Cassandra Hainey

~~Work Year July 1, 2022-June 30, 2023~~
Work Year July 1, 2023 – June 30, 2025

The Funding for this Position is provided by a grant from the State of Minnesota

Salary for 2022-2023: \$56,000 2023-2025: \$58,968 (increase of 5.3%)

Days Worked = 261

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district.
Expectation to work on days that school is called off for inclement weather.

Holidays = 12 13 (New Year's Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day, and one floating holiday).

Vacation = 25 Days

Sick Leave = 18 days accumulated to a maximum of 130. This includes bereavement leave.

Health Insurance: BC/BS VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution:	Single Policy =	95% less \$25/month
	Family Policy =	70% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee's VEBA savings account as follows:

Annual District VEBA Contribution:	2023-2025 =	85% of VEBA deductible
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VEBA contribution deposits will be made quarterly starting in September.

Dental Insurance: This shall be the Delta Dental Non-Contracted Subgroup 0002 Plan. The District will pay 100% of the premium cost for a single policy or 75% of the premiums for a family policy.

Life Insurance: The premium for a \$50,000 Term Life Policy shall be paid by the District.

Long-Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee _____ Date of Employee's Signature _____

Signature of Board Chair _____ Date of Chair's Signature _____

Signature of Board Clerk _____ Date of Clerk's Signature _____

School Board Recommendation

The recommendation is to increase the Positive Community Norms Coordinator (Cassandra Hainey) salary from \$56,000 annually to \$58,968 annually beginning on July 1, 2023. The salary and applicable fringe benefits are 100% provided by the PCN Grant and do not impact the general budget.

Rationale

This is indicative of a cost of living increase and is fully compensated by the grant without affecting any budget lines related to student activities or resources. It is compensated by the remaining funds unallocated in the salary section for financial support and assistant supports that Cassandra has not utilized during the prior grant years.

Cassandra is an incredibly hard worker and has worked tirelessly to ensure the PCN work is equitable on three different campuses that will become one Rock Ridge High School. Not only is she providing leadership within the district, but she is well respected in the community CAPE coalition and has been instrumental in propelling this group even further as well. As if this isn't enough, she is mentoring and reaching out to other PCN Coordinators too! She is recruiting more individuals to be a part of the coalition, navigating the dynamics of the merging of Rock Ridge ISD, and finding ways to go above the minimum always with grant goals that will contribute to greater sustainability and transformation in the community.

INDEPENDENT SCHOOL DISTRICT #2909
ROCK RIDGE PUBLIC SCHOOLS

TREASURER'S REPORT
BANK BALANCES
As of July 31, 2023

<u>Checking/Savings Accounts</u>	<u>Balance</u>
Miner's National Bank	\$4,521,477
Frandsen Bank	\$4,369,357
First National Bank of Gilbert	\$1,618,539
MNTrust/PMA Securities	\$702,772
MN School District Liquid Asset Funds (MSDLAF)	\$325,523
	<hr/>
	\$11,537,668
<u>Construction Bond Funds</u>	<u>Balance</u>
Ehlers Investment Partners:	\$8,984,485
<u>OPEB Funds</u>	<u>Balance</u>
MNTrust/PMA Securities	\$9,118,125
MidAmerica	\$5,117,791
	<hr/>
	\$14,235,916

August 14, 2023

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

<u>CHECK NO.</u>	<u>VENDOR</u>	<u>UFARS CODE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
11589	BRAINPOP LLC	E 01 112 606 000 000 430		\$1,508.50
11589	BRAINPOP LLC	E 01 101 606 000 000 430		\$2,460.50
11589	BRAINPOP LLC	E 01 116 606 000 000 430		\$1,816.50
11589	BRAINPOP LLC	E 01 112 219 000 317 430		\$647.50
11589 Total				<u>\$6,433.00</u>
11590	CLOUDCOVER USA	E 01 005 606 000 000 311	Prof Tech Services	\$6,800.00
11590 Total				<u>\$6,800.00</u>
11591	JAMF SOFTWARE LLC	E 01 005 606 000 000 311	Prof Tech Services	\$17,793.64
11591 Total				<u>\$17,793.64</u>
11592	POWER SCHOOL GROUP LLC	E 01 005 606 000 000 311	Prof Tech Services	\$22,263.70
11592	POWER SCHOOL GROUP LLC	E 01 005 606 000 000 311	Prof Tech Services	\$35,248.32
11592 Total				<u>\$57,512.02</u>
11593	RSCHOOL TODAY	E 01 300 292 000 000 820	Dues/Mmbrshp/License	\$7,070.00
11593 Total				<u>\$7,070.00</u>
11594	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Misc 120 Pcs Rustic Bloom Leaves Name Tags S	\$9.99
11594	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	45 Pieces Jungle Animal Cutouts Safari Friend	\$7.19
11594	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	30 PCS Nameplate Pocket Adhesive Desk Nam	\$18.99
11594	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	JARLINK Electric Pencil Sharpener, Classroom F	\$18.59
11594	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Picasso Toys PTB120 120pc Bristle Lock Tiles Tr	\$25.00
11594	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	PLUS PLUS - 70 Piece Neon Color Mix - Construc	\$7.99
11594	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	x Fat Brain Toys Squigz Starter Set, 24 Piece	\$29.95
11594	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Pngy 25PCS Bubble Fidget Pop Blocks Toy,Pop	\$18.99
11594	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Carson Dellosa 36 Pc. Traditional Manuscript N	\$7.05
11594 Total				<u>\$143.74</u>
11595	ARAMARK	E 01 302 250 000 000 430	LAUNDRY SERVICES	\$48.95
11595	ARAMARK	E 01 302 250 000 000 430	LAUNDRY SERVICES	\$48.95
11595 Total				<u>\$97.90</u>
11596	BARTLEY SALES COMPANY INC	E 01 101 203 000 000 401	TACKBOARDS	\$3,740.00
11596 Total				<u>\$3,740.00</u>
11597	CARLBLOM BOYD	E 04 500 560 000 321 311	DICK'S SPORTING GOODS	\$292.13
11597	CARLBLOM BOYD	E 04 500 560 000 321 311	DUNHAMS	\$86.68
11597	CARLBLOM BOYD	E 04 500 560 000 321 311	DUNHAMS	\$100.76
11597	CARLBLOM BOYD	E 04 500 560 000 321 311	BARBER GRAPHICS	\$792.00
11597	CARLBLOM BOYD	E 04 500 560 000 321 311	LEE'S PRO SHOP	\$1,658.95
11597 Total				<u>\$2,930.52</u>
11598	CENTURY LINK	E 01 005 605 000 311 320	PHONE	\$101.84
11598	CENTURY LINK	E 01 005 605 000 311 320	PHONE	\$101.84
11598 Total				<u>\$203.68</u>
11599	DEMCO INC	E 01 300 620 000 000 401	Book-Stop with Cork Base 6- 1/2" X 1-1/2" X 8-1	\$77.40
11599	DEMCO INC	E 01 300 620 000 000 401	Flat Label Holder for Section Markers Product i	\$12.15
11599	DEMCO INC	E 01 300 620 000 000 401	Label Insert for Flat label holder 6"H x 1-1/2" W	\$3.19
11599	DEMCO INC	E 01 300 620 000 000 401	Small all purpose easel 4-1/2" X 3-1/2" X 5-3/4"	\$144.00
11599	DEMCO INC	E 01 300 620 000 000 401	Large all purpose easel 6" X 5" X 7-1/2" Black Pr	\$135.00
11599	DEMCO INC	E 01 300 620 000 000 401	Clip on shelf display 6-3/4" X 4-1/2" X 2-3/4" Cle	\$213.00
11599	DEMCO INC	E 01 300 620 000 000 401	Plastic zig-zag counter shelf display small 6 "H >	\$368.95
11599	DEMCO INC	E 01 300 620 000 000 401	Library quiet end-range bktrk 6 sloping 44-1/2'	\$409.20

11599	DEMCO INC	E	01	300	620	000	000	401	Library quiet single-side bktrk end range 44-1/	\$409.20
11599	DEMCO INC	E	01	300	620	000	000	401	Shipping	\$207.21
11599 Total										<u>\$1,979.30</u>
11600	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	UTILITIES	\$1,043.00
11600	EVELETH PUBLIC UTILITIES	E	01	302	810	000	000	330	UTILITIES	\$681.20
11600	EVELETH PUBLIC UTILITIES	E	01	101	810	000	000	330	UTILITIES	\$328.60
11600	EVELETH PUBLIC UTILITIES	E	03	005	760	000	720	330	UTILITIES	\$130.50
11600	EVELETH PUBLIC UTILITIES	E	01	302	810	000	000	330	UTILITIES	\$614.10
11600	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	UTILITIES	\$94.00
11600	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	UTILITIES	\$705.00
11600	EVELETH PUBLIC UTILITIES	E	01	101	810	000	000	330	UTILITIES	\$291.55
11600	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	UTILITIES	\$94.00
11600	EVELETH PUBLIC UTILITIES	E	01	302	810	000	000	330	UTILITIES	\$948.30
11600	EVELETH PUBLIC UTILITIES	E	01	302	810	000	000	330	UTILITIES	\$79.80
11600 Total										<u>\$5,010.05</u>
11601	FORKLIFTS OF MN INC	E	01	300	810	000	000	350	Scissorlift Rental	\$1,338.00
11601 Total										<u>\$1,338.00</u>
11602	GILBERT WATER & LIGHT DEPT	E	01	005	810	000	000	332	UTILITIES	\$79.56
11602	GILBERT WATER & LIGHT DEPT	E	03	005	760	000	720	330	UTILITIES	\$207.13
11602	GILBERT WATER & LIGHT DEPT	E	01	100	810	000	000	330	UTILITIES	\$433.78
11602	GILBERT WATER & LIGHT DEPT	E	01	100	810	000	000	330	UTILITIES	\$17.04
11602	GILBERT WATER & LIGHT DEPT	E	01	301	810	000	000	330	UTILITIES	\$402.20
11602	GILBERT WATER & LIGHT DEPT	E	01	301	810	000	000	330	UTILITIES	\$158.26
11602 Total										<u>\$1,297.97</u>
11603	GMEN	E	01	300	810	000	000	350	Dumpster Rolloff	\$3,071.25
11603 Total										<u>\$3,071.25</u>
11604	GOPHER SPORTS	E	01	300	240	000	000	430	TumblePro 2" Bonded-Foam Custom Color Gym	\$2,552.00
11604	GOPHER SPORTS	E	01	300	240	000	000	430	Freight	\$306.24
11604	GOPHER SPORTS	E	04	500	560	000	321	430	catchers Gear GL43-179	\$284.05
11604	GOPHER SPORTS	E	04	500	560	000	321	430	Freight	\$17.95
11604 Total										<u>\$3,160.24</u>
11605	GRANDE ACE HARDWARE	E	01	005	810	000	000	420	Keys	\$11.16
11605	GRANDE ACE HARDWARE	E	01	005	810	000	000	401	Water Gallon	\$21.54
11605	GRANDE ACE HARDWARE	E	01	005	810	000	000	401	Grounds Supplies	\$64.66
11605	GRANDE ACE HARDWARE	E	01	300	810	000	000	401	Parts Moving Carts	\$83.56
11605 Total										<u>\$180.92</u>
11606	HAWKINS INC	E	01	300	810	000	000	350	Pool Chemicals	\$256.50
11606 Total										<u>\$256.50</u>
11607	HERC-U-LIFT	E	01	300	810	000	000	350	Maint	\$157.00
11607 Total										<u>\$157.00</u>
11608	HUJANEN CALEY	R	01	005	000	000	000	099	6/30 PAYROLL- CLOSED ACCT	\$568.80
11608 Total										<u>\$568.80</u>
11609	KIEFER AQUATICS	E	01	302	296	706	000	430	Item #A601XBK Accusplit A601X Stop Watch Bl	\$151.60
11609	KIEFER AQUATICS	E	01	302	294	706	000	430	Item #A601XBK Accusplit A601X Stop Watch Bl	\$151.60
11609	KIEFER AQUATICS	E	01	302	294	706	000	430	SHIPPING	\$12.50
11609 Total										<u>\$315.70</u>
11610	KY INTERPRETING SERVICES INC	E	01	100	405	000	740	399	INTERPRETING SERVICES	\$13,440.00
11610 Total										<u>\$13,440.00</u>
11611	L & M SUPPLY INC	E	03	005	760	000	720	401	Oil	\$29.98
11611 Total										<u>\$29.98</u>
11612	MACKIN EDUCATIONAL RESOURCES	E	01	300	620	000	000	401	As Per Quote #121533	\$4,175.21
11612 Total										<u>\$4,175.21</u>

11613	MEDICO	B	01	215	003				LIFE INSURANCE	\$95.19
11613 Total										<u>\$95.19</u>
11614	MENARDS	E	01	302	810	000	000	401	Plumber Supplies	\$46.84
11614	MENARDS	E	01	300	810	000	000	401	Trash Cans	\$39.98
11614	MENARDS	E	01	302	810	000	000	350	Plumber Supplies	\$11.78
11614	MENARDS	E	03	005	760	000	720	401	Clamp	\$39.96
11614 Total										<u>\$138.56</u>
11615	MESPA	E	01	101	203	000	000	820	A WILLIAMS	\$962.00
11615 Total										<u>\$962.00</u>
11616	METRO SALES INC	E	01	101	203	000	000	386	122099	\$1,067.36
11616	METRO SALES INC	E	01	302	211	000	000	386	#107595 W885L60026	\$179.62
11616 Total										<u>\$1,246.98</u>
11617	MINNESOTA GRAD SERVICES	E	01	302	280	000	000	435	DIPLOMAS-SUMMER GRADS	\$40.00
11617	MINNESOTA GRAD SERVICES	E	01	302	280	000	000	435	SHIPPING	\$10.00
11617 Total										<u>\$50.00</u>
11618	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$5,586.86
11618	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$4,081.14
11618	MINNESOTA POWER	E	01	101	810	000	000	330	UTILITIES	\$17.59
11618	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$16.41
11618	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$28.12
11618	MINNESOTA POWER	E	03	005	760	000	720	330	UTILITIES	\$205.39
11618	MINNESOTA POWER	E	03	005	760	000	720	330	UTILITIES	\$40.85
11618	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$24.82
11618	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$477.60
11618	MINNESOTA POWER	E	01	101	810	000	000	330	UTILITIES	\$4,489.65
11618 Total										<u>\$14,968.43</u>
11619	MN ENERGY RESOURCES CORP	E	01	302	810	000	000	440	UTILITIES	\$15.95
11619 Total										<u>\$15.95</u>
11620	NORTHERN MN DENTAL INC	B	01	215	002				DENTAL	\$4,171.60
11620 Total										<u>\$4,171.60</u>
11621	NORTHLAND LAWN AND SPORT	E	03	005	760	000	720	401	Filters	\$86.94
11621 Total										<u>\$86.94</u>
11622	OVERHEAD DOOR COMPANY OF HIBBING	E	01	300	810	000	000	350	Door Repair	\$300.00
11622 Total										<u>\$300.00</u>
11623	RANGE PAPER CORPORATION	E	01	300	810	000	000	410	Mops	\$45.27
11623 Total										<u>\$45.27</u>
11624	SCHMITT MUSIC CENTER	E	01	101	258	000	000	430	CBS38C Pearl Concert Bass Drum Stand	\$403.00
11624 Total										<u>\$403.00</u>
11625	TEASCK JEFF	E	04	500	560	000	321	311	BARBER GRAPHICS	\$1,210.10
11625	TEASCK JEFF	E	04	500	560	000	321	311	SPALDING	\$206.79
11625 Total										<u>\$1,416.89</u>
11626	TRIMARK INDUSTRIAL	E	01	300	810	000	000	401	Safety Supplies	\$164.82
11626 Total										<u>\$164.82</u>
11627	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	410	Custodial Supplies	\$741.51
11627 Total										<u>\$741.51</u>
11628	VC3 INC	E	01	005	605	000	000	434	CW Cloud AntiVirus for 39 computers in June 21	\$78.00
11628	VC3 INC	E	01	005	605	000	000	434	CREDIT	\$46.00
11628 Total										<u>\$124.00</u>
11629	VIRGINIA GOLF COURSE	E	01	300	294	715	000	430	14 DOZEN TOUR	\$385.00
11629	VIRGINIA GOLF COURSE	E	01	300	294	715	000	430	30 DOZEN PRO V1	\$1,116.30
11629	VIRGINIA GOLF COURSE	E	01	300	294	715	000	364	100 PLAYERS	\$1,500.00
11629 Total										<u>\$3,001.30</u>

11630	SPORTS UNLIMITED	E	01	300	294	701	000	430	Instruct Supplies	\$7,200.00
11630 Total										<u>\$7,200.00</u>
11631	#SOCIALSCHOOL4EDU	E	01	005	020	000	000	401	General Supplies	\$795.00
11631 Total										<u>\$795.00</u>
11632	ARBITERSPORTS LLC	E	01	300	292	000	000	820	Dues/Mmbrshp/License	\$1,940.00
11632 Total										<u>\$1,940.00</u>
11633	ARROWHEAD REGIONAL COMPUTING CONSOR	E	05	005	110	000	302	316		\$73,905.66
11633	ARROWHEAD REGIONAL COMPUTING CONSOR	E	01	005	110	000	000	316		\$19,954.72
11633 Total										<u>\$93,860.38</u>
11634	ASCD	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$239.00
11634 Total										<u>\$239.00</u>
11635	EDUCATORS BENEFIT CONSULTANTS	E	01	005	110	000	000	311	Prof Tech Services	\$245.61
11635 Total										<u>\$245.61</u>
11636	EMPOWER CONSULTING INC	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$13,763.20
11636	EMPOWER CONSULTING INC	E	01	005	640	000	316	311	Prof Tech Services	\$7,600.00
11636 Total										<u>\$21,363.20</u>
11637	FRONTLINE TECHNOLOGIES	E	01	005	110	000	000	311	Prof Tech Services	\$6,718.61
11637 Total										<u>\$6,718.61</u>
11638	MASA	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$1,330.00
11638	MASA	E	01	005	020	000	000	401	General Supplies	\$199.00
11638 Total										<u>\$1,529.00</u>
11639	MCGRAW-HILL SCHOOL EDUCATION HOLDINGS	E	01	300	256	000	000	460	Textbooks Workbooks	\$6,210.00
11639 Total										<u>\$6,210.00</u>
11640	MESPA	E	01	005	640	000	316	366	Travel	\$703.00
11640	MESPA	E	01	112	606	000	000	430	Instruct Supplies	\$962.00
11640 Total										<u>\$1,665.00</u>
11641	MN RURAL EDUCATION ASSOCIATION	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$2,500.00
11641 Total										<u>\$2,500.00</u>
11642	MN SCHOOL BOARDS ASSOCIATION	E	01	005	010	000	000	820	Dues/Mbrshp/Lic Fee	\$10,358.00
11642 Total										<u>\$10,358.00</u>
11643	PERPICH TV & MUSIC INC	E	06	116	870	000	000	555	Technology Equip	\$24,975.00
11643 Total										<u>\$24,975.00</u>
11644	A-1 SERVICES INC	E	01	300	292	000	000	401	General Supplies	\$461.00
11644	A-1 SERVICES INC	E	01	300	292	000	000	401	General Supplies	\$91.50
11644 Total										<u>\$552.50</u>
11645	AMAZON CAPITAL SERVICES INC	E	01	116	203	000	000	401	General Supplies	\$59.98
11645 Total										<u>\$59.98</u>
11646	APG MEDIA OF MN	E	01	005	010	000	000	380	Print-Publish	\$3,021.85
11646 Total										<u>\$3,021.85</u>
11647	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$4,712.18
11647 Total										<u>\$4,712.18</u>
11648	B&H PHOTO VIDEO	E	01	300	257	000	000	456	Instructional Tech Supplies	\$299.60
11648 Total										<u>\$299.60</u>
11649	BARBER GRAPHICS INC	E	01	005	107	050	000	401	General Supplies	\$30.00
11649 Total										<u>\$30.00</u>
11650	BRELIE CIERRA	E	01	005	606	000	000	366	Travel	\$61.11
11650	BRELIE CIERRA	E	01	005	606	000	000	366	Travel	\$48.80
11650 Total										<u>\$109.91</u>
11651	BSN SPORTS LLC	E	01	005	107	050	000	401	General Supplies	\$206.40
11651	BSN SPORTS LLC	E	01	005	107	050	000	401	General Supplies	\$2,064.00
11651 Total										<u>\$2,270.40</u>

11652	COLOSIMO, PATCHIN, & KEARNEY LTD	E	01	005	150	000	000	311	Prof Tech Services	\$448.50
11652	COLOSIMO, PATCHIN, & KEARNEY LTD	E	01	005	150	000	000	311	Prof Tech Services	\$682.50
11652 Total										<u>\$1,131.00</u>
11653	CONSULTING PERKS LLC	E	01	005	107	050	000	311	Prof Tech Services	\$3,000.00
11653 Total										<u>\$3,000.00</u>
11654	COSTIN GROUP INC	E	01	005	010	000	000	311	Prof Tech Services	\$3,500.00
11654 Total										<u>\$3,500.00</u>
11655	DAHLHEIMER BEVERAGE	E	03	005	760	000	720	401	General Supplies	\$9.00
11655	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Water	\$9.00
11655	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Water	\$11.00
11655	DAHLHEIMER BEVERAGE	E	01	116	810	000	000	332	Water	\$40.00
11655	DAHLHEIMER BEVERAGE	E	01	005	810	000	000	332	Water	\$43.20
11655	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$25.92
11655	DAHLHEIMER BEVERAGE	E	01	101	810	000	000	410	Custodial Supplies	\$4.32
11655 Total										<u>\$142.44</u>
11656	DEMCO INC	E	01	116	620	000	000	401	General Supplies	\$545.30
11656	DEMCO INC	E	01	116	620	000	000	401	General Supplies	\$941.34
11656 Total										<u>\$1,486.64</u>
11657	EICHHOLZ JAMES	E	01	300	361	000	475	366	Travel	\$696.89
11657 Total										<u>\$696.89</u>
11658	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332		\$73.25
11658	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	333		\$21.00
11658	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	334		\$110.87
11658 Total										<u>\$205.12</u>
11659	FACTS EDUCATION SOLUTIONS LLC	E	01	798	216	000	401	304	Purchased Services	\$287.50
11659 Total										<u>\$287.50</u>
11660	FIRST TECHNOLOGIES INC	E	01	300	255	000	000	430	Instruct Supplies	\$339.00
11660 Total										<u>\$339.00</u>
11661	FYRE DAVID	E	01	300	361	000	475	366	Travel	\$673.58
11661 Total										<u>\$673.58</u>
11662	HAINY CASSANDRA	E	01	005	107	050	000	366	Travel	\$3,034.49
11662 Total										<u>\$3,034.49</u>
11663	HAZELTON CHAD	E	01	005	107	050	000	366	Travel	\$3,273.70
11663 Total										<u>\$3,273.70</u>
11664	HEDLEY KARL	E	03	005	750	000	720	311	Prof Tech Services	\$100.00
11664 Total										<u>\$100.00</u>
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$1,625.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$120.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$75.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$45.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$300.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$80.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$45.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$120.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$75.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$525.00
11665	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$360.00
11665 Total										<u>\$3,610.00</u>

11666	INTER CITY OIL INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$1,399.49
11666 Total										<u>\$1,399.49</u>
11667	ISD #118	E	01	300	361	965	475	303	Purchased Services	\$1,594.09
11667 Total										<u>\$1,594.09</u>
11668	ISD #2142	E	01	300	361	966	428	303	Purchased Services	\$1,960.23
11668 Total										<u>\$1,960.23</u>
11669	ISD #2711	E	01	300	361	961	475	303	Purchased Services	\$649.53
11669 Total										<u>\$649.53</u>
11670	ISD #317	E	01	300	361	952	428	303	Purchased Services	\$1,888.96
11670 Total										<u>\$1,888.96</u>
11671	ISD #319	E	01	300	361	963	475	303	Purchased Services	\$480.00
11671 Total										<u>\$480.00</u>
11672	ISD #701	E	01	300	361	957	475	303	Purchased Services	\$537.57
11672	ISD #701	E	01	300	361	957	475	303	Purchased Services	\$768.61
11672 Total										<u>\$1,306.18</u>
11673	JANKILA EMILY	E	01	005	107	050	000	366	Travel	\$1,741.17
11673 Total										<u>\$1,741.17</u>
11674	MACKIN EDUCATIONAL RESOURCES	E	01	116	620	000	000	401	General Supplies	\$1,460.96
11674 Total										<u>\$1,460.96</u>
11675	MALOVRH SHANNON	E	01	300	361	000	475	366	Travel	\$3,031.34
11675	MALOVRH SHANNON	E	01	300	361	000	475	820	Dues-Memberships-Lic-Fees	\$1,300.00
11675 Total										<u>\$4,331.34</u>
11676	MANNI SCOTT	E	01	005	640	000	316	366	Travel	\$287.82
11676 Total										<u>\$287.82</u>
11677	MENARDS	E	01	300	810	000	000	420	Repair Supplies	\$36.32
11677	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$226.83
11677	MENARDS	E	01	005	810	000	000	410	Custodial Supplies	\$7.99
11677	MENARDS	E	01	005	606	000	000	430	Instruct Supplies	\$157.95
11677	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$2,107.26
11677	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$189.41
11677 Total										<u>\$2,725.76</u>
11678	METRO SALES INC	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental	\$3,251.30
11678 Total										<u>\$3,251.30</u>
11679	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$402.27
11679 Total										<u>\$402.27</u>
11680	MINNEAPOLIS OXYGEN COMPANY	E	01	300	255	000	000	430	Instruct Supplies	\$134.25
11680 Total										<u>\$134.25</u>
11681	MN DEPT OF HEALTH	E	04	500	580	000	325	430	Instructional Supply	\$180.00
11681 Total										<u>\$180.00</u>
11682	NEXTERA COMMUNICATIONS	E	04	500	505	000	321	320		\$34.90
11682	NEXTERA COMMUNICATIONS	E	03	005	760	000	720	320		\$69.80
11682	NEXTERA COMMUNICATIONS	E	02	005	770	000	701	320		\$34.90
11682	NEXTERA COMMUNICATIONS	E	01	117	810	000	000	320		\$34.90
11682	NEXTERA COMMUNICATIONS	E	01	112	203	000	000	320		\$34.90
11682	NEXTERA COMMUNICATIONS	E	01	005	810	000	000	320		\$392.71
11682	NEXTERA COMMUNICATIONS	E	01	005	606	000	000	320		\$130.89
11682	NEXTERA COMMUNICATIONS	E	01	005	020	000	000	320		\$34.90
11682	NEXTERA COMMUNICATIONS	E	01	302	810	000	000	320		\$34.90
11682	NEXTERA COMMUNICATIONS	E	01	300	211	000	000	320		\$69.80
11682 Total										<u>\$872.60</u>
11683	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$1,772.91
11683	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$917.82
11683	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$13.45

11683	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$139.43
11683	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$889.80
11683	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$227.41
11683	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$206.44
11683	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$68.98
11683 Total										<u>\$4,236.24</u>
11684	RANGE COOPERATIVE INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$1,361.33
11684 Total										<u>\$1,361.33</u>
11685	RANGE PAPER CORPORATION	E	05	300	865	000	347	401	General Supplies	\$215.67
11685 Total										<u>\$215.67</u>
11686	RATWIK ROSZAK & MALONEY	E	01	005	150	000	000	311	Prof Tech Services	\$43.00
11686 Total										<u>\$43.00</u>
11687	SCHROEDER ALICIA	E	01	005	640	000	316	366	Travel	\$454.11
11687 Total										<u>\$454.11</u>
11688	SCUFFY CRYSTAL	E	01	005	640	000	316	366	Travel	\$268.19
11688 Total										<u>\$268.19</u>
11689	SHERWIN WILLIAMS	E	05	300	850	052	302	520	Bldg Improvements	\$642.50
11689	SHERWIN WILLIAMS	E	05	300	850	052	302	520	Bldg Improvements	\$108.98
11689 Total										<u>\$751.48</u>
11690	SKALKO CHIROPRACTIC	E	03	005	750	000	720	311	Prof Tech Services	\$300.00
11690 Total										<u>\$300.00</u>
11691	SPELTS WILLIE	E	01	300	361	000	475	366	Travel	\$302.28
11691 Total										<u>\$302.28</u>
11692	SQUIRES, WALDSPURGER & MACE PA	E	01	005	150	000	000	311	Prof Tech Services	\$920.50
11692 Total										<u>\$920.50</u>
11693	ST LUKE'S CLINICS	E	03	005	750	000	720	311	Prof Tech Services	\$220.00
11693 Total										<u>\$220.00</u>
11694	STEFANICH SHEENA	E	01	005	640	000	316	366	Travel	\$675.24
11694 Total										<u>\$675.24</u>
11695	THE TV TEACHER	E	01	112	411	000	740	433	Sup/Mat Indiv Instr	\$105.00
11695 Total										<u>\$105.00</u>
11696	TRIMARK INDUSTRIAL	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$105.06
11696 Total										<u>\$105.06</u>
11697	ULINE	E	01	300	255	045	000	430	Instructional Supply	\$1,547.23
11697	ULINE	E	05	300	850	052	302	520	Bldg Improvements	\$13,856.97
11697	ULINE	E	05	300	850	052	302	520	Bldg Improvements	\$108.38
11697 Total										<u>\$15,512.58</u>
11698	VIGER SANDRA	E	01	005	640	000	316	366	Travel	\$101.11
11698 Total										<u>\$101.11</u>
11699	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$330.60
11699	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$151.75
11699	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$29.54
11699	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440	Fuel For Bldgs	\$810.76
11699	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331	Electricity	\$15,382.11
11699	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334	Garbage	\$1,427.70
11699	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440	Fuel For Bldgs	\$111.36
11699	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$118.00
11699	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$178.85
11699	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$60.90
11699	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	333		\$88.80
11699	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	332		\$54.25
11699	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331		\$110.72
11699	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	440		\$23.22

11699	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	333		\$126.00
11699	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	332		\$69.25
11699	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	331		\$1,719.28
11699	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	440		\$103.80
11699	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	334		\$538.50
11699 Total										<u>\$21,435.39</u>
11700	W A FISHER COMPANY	E	01	005	020	000	000	401	General Supplies	\$85.50
11700	W A FISHER COMPANY	E	01	005	107	050	000	401	General Supplies	\$185.00
11700 Total										<u>\$270.50</u>
11701	WINTER MARK	E	01	005	640	000	316	366	Travel	\$870.33
11701 Total										<u>\$870.33</u>
11702	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$603.29
11702 Total										<u>\$603.29</u>
11703	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$332.28
11703 Total										<u>\$332.28</u>
11704	A-1 SERVICES INC	E	01	300	810	000	000	350	Portable Rentals	\$98.00
11704	A-1 SERVICES INC	E	01	300	810	000	000	350	Portable Rentals	\$397.36
11704 Total										<u>\$495.36</u>
11705	ALBIN ACQUISITION CORP	E	01	005	110	000	000	314	Background Checks for June 2023	\$180.00
11705 Total										<u>\$180.00</u>
11706	AMAZON CAPITAL SERVICES INC	E	01	005	110	000	000	401	3 pack Color Toner- Wiirre	\$226.89
11706	AMAZON CAPITAL SERVICES INC	E	01	005	110	000	000	401	2 pack Black Toner-Wiirre	\$167.75
11706 Total										<u>\$394.64</u>
11707	ARROW AUTO GLASS & SUPPLY CO	E	01	112	810	000	000	420	Solvent	\$24.36
11707	ARROW AUTO GLASS & SUPPLY CO	E	01	112	810	000	000	350	Door Repair	\$1,026.70
11707 Total										<u>\$1,051.06</u>
11708	AT & T MOBILITY	E	01	005	690	000	000	320	TABLETS	\$73.23
11708 Total										<u>\$73.23</u>
11709	BARBER GRAPHICS INC	E	01	300	296	704	000	430	SPORT TEK WARMUP TOPS	\$838.50
11709	BARBER GRAPHICS INC	E	01	300	296	704	000	430	SPORT TEK JOGGERS	\$823.50
11709 Total										<u>\$1,662.00</u>
11710	BISS LOCK INC	E	01	005	810	000	000	350	Keys	\$306.00
11710 Total										<u>\$306.00</u>
11711	CULLIGAN WATER CONDITIONING	E	01	302	810	000	000	350	Commercial softener rental	\$39.00
11711	CULLIGAN WATER CONDITIONING	E	01	300	810	000	000	401	Salt	\$283.85
11711 Total										<u>\$322.85</u>
11712	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	401	Drinking Water	\$1,907.20
11712 Total										<u>\$1,907.20</u>
11713	DALCO	E	01	101	810	000	000	410	Custodial Supplies	\$324.10
11713 Total										<u>\$324.10</u>
11714	ECOLAB	E	01	302	810	000	000	401	Pest Control	\$130.00
11714 Total										<u>\$130.00</u>
11715	FORKLIFTS OF MN INC	E	01	005	810	000	000	350	Scissorlift Rental	\$538.00
11715	FORKLIFTS OF MN INC	E	01	005	810	000	000	350	Delivery Rental	\$400.00
11715 Total										<u>\$938.00</u>
11716	GLASS & DOOR INC	E	01	302	810	000	000	350	Liftmaster Opener	\$1,380.00
11716 Total										<u>\$1,380.00</u>
11717	GRANDE ACE HARDWARE	E	01	302	810	000	000	420	Plumber Supplies	\$39.05
11717	GRANDE ACE HARDWARE	E	01	302	810	000	000	420	Plumber Supplies	\$75.65
11717	GRANDE ACE HARDWARE	E	01	116	810	000	000	410	Carpenter Supplies	\$18.98
11717	GRANDE ACE HARDWARE	E	01	112	810	000	000	410	Carpenter Supplies	\$41.13
11717	GRANDE ACE HARDWARE	E	01	112	810	000	000	410	Carpenter Supplies	\$178.52
11717	GRANDE ACE HARDWARE	E	01	005	810	000	000	401	Grounds Supplies	\$77.97

11717	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Mower Sharpen	\$49.00
11717 Total										<u>\$480.30</u>
11718	GRIEPENTROG TODD	E	01	005	640	000	316	366	PBL CONF EXPENSES	\$1,140.32
11718 Total										<u>\$1,140.32</u>
11719	HAWKINS INC	E	01	300	810	000	000	350	Pool Chemicals	\$256.50
11719 Total										<u>\$256.50</u>
11720	HAZELTON CHAD	E	01	005	105	000	000	366	MILEAGE	\$421.82
11720 Total										<u>\$421.82</u>
11721	L & M SUPPLY INC	E	01	302	810	000	000	350	Oil	\$15.98
11721 Total										<u>\$15.98</u>
11722	LINDE GAS & EQUIPMENT INC	E	03	005	760	000	720	401	EV BUS GARAGE	\$87.09
11722	LINDE GAS & EQUIPMENT INC	E	01	302	361	914	830	433	IND TECH	\$87.09
11722	LINDE GAS & EQUIPMENT INC	E	03	005	760	000	720	401	GILBERT BUS GARAGE	\$69.14
11722 Total										<u>\$243.32</u>
11723	MARIUCCI VIDEO PRODUCTION INC	E	01	005	110	000	000	401	CH 12 MGMT FEES	\$2,256.67
11723 Total										<u>\$2,256.67</u>
11724	MEDICAREBLUE RX	E	01	005	810	000	796	291	RETIREE INSURANCE	\$607.60
11724	MEDICAREBLUE RX	E	01	100	203	000	796	291	RETIREE INSURANCE	\$607.60
11724	MEDICAREBLUE RX	E	01	301	211	000	796	291	RETIREE INSURANCE	\$437.10
11724	MEDICAREBLUE RX	E	01	005	810	000	796	291	RETIREE INSURANCE	\$607.60
11724	MEDICAREBLUE RX	E	01	100	203	000	796	291	RETIREE INSURANCE	\$607.60
11724	MEDICAREBLUE RX	E	01	301	211	000	796	291	RETIREE INSURANCE	\$437.10
11724 Total										<u>\$3,304.60</u>
11725	MEDICO	B	01	215	003				LIFE INSURANCE	\$95.19
11725 Total										<u>\$95.19</u>
11726	MENARDS	E	01	112	810	000	000	410	Cleaning Supplies	\$8.96
11726	MENARDS	E	01	300	810	000	000	401	Light Bulbs	\$26.93
11726 Total										<u>\$35.89</u>
11727	METRO SALES INC	E	01	005	105	000	000	386	#105156 W865L200411	\$24.98
11727	METRO SALES INC	E	01	101	203	000	000	386	118611	\$60.00
11727	METRO SALES INC	E	01	101	203	000	000	386	#110328 W865LA00209	\$43.04
11727	METRO SALES INC	E	01	101	203	000	000	386	#114241 G676L400038	\$59.86
11727	METRO SALES INC	E	01	101	203	000	000	386	R1875	\$238.00
11727 Total										<u>\$425.88</u>
11728	MINNESOTA ENERGY RESOURCES	E	03	005	760	000	720	330	UTILITIES	\$69.72
11728	MINNESOTA ENERGY RESOURCES	E	01	101	810	000	000	330	UTILITIES	\$28.85
11728	MINNESOTA ENERGY RESOURCES	E	01	302	810	000	000	330	UTILITIES	\$66.14
11728	MINNESOTA ENERGY RESOURCES	E	01	302	810	000	000	330	UTILITIES	\$48.52
11728	MINNESOTA ENERGY RESOURCES	E	01	302	810	000	000	330	UTILITIES	\$23.91
11728	MINNESOTA ENERGY RESOURCES	E	01	101	810	000	000	330	UTILITIES	\$254.13
11728 Total										<u>\$491.27</u>
11729	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$338.06
11729 Total										<u>\$338.06</u>
11730	NEXTERA COMMUNICATIONS	E	01	005	105	000	000	320	PHONE	\$670.52
11730 Total										<u>\$670.52</u>
11731	NORTHLAND FIRE & SAFETY INC	E	01	302	810	000	000	350	Semi Annual Maint & Recert	\$193.50
11731 Total										<u>\$193.50</u>
11732	NORTHSTAR STUDENT TRANSPORTATION	E	03	005	760	000	723	361	23APRIL VAN	\$117,929.54
11732	NORTHSTAR STUDENT TRANSPORTATION	E	03	005	760	000	723	361	PER CONTRACT	\$14,170.46
11732 Total										<u>\$132,100.00</u>
11733	QUADIENT FINANCE	E	01	005	105	000	000	329	POSTAGE	\$1,000.00
11733 Total										<u>\$1,000.00</u>

11734	QUADIENT LEASING USA INC	E	01	005	105	000	000	386	Quarterly Meter Lease	\$555.54
11734 Total										<u>\$555.54</u>
11735	RANGE CORNICE & ROOFING CO	E	01	300	810	000	000	350	Metal- Dugout	\$524.00
11735 Total										<u>\$524.00</u>
11736	RANGE PAPER CORPORATION	E	01	300	810	000	000	401	Carts	\$1,461.10
11736	RANGE PAPER CORPORATION	E	01	101	810	000	000	410	Can Liners	\$1,461.30
11736	RANGE PAPER CORPORATION	E	01	300	810	000	000	410	Multifold Towels	\$126.10
11736 Total										<u>\$3,048.50</u>
11737	RECREONICS	E	01	302	296	706	000	430	Item #93-008 Competitor Clock Conversion Kit	\$128.88
11737	RECREONICS	E	01	302	294	706	000	430	Item #93-011 Competitor Clock Conversion Kit	\$376.20
11737	RECREONICS	E	01	302	294	706	000	430	Freight	\$26.07
11737	RECREONICS	E	01	302	296	706	000	430	Freight	\$8.93
11737 Total										<u>\$540.08</u>
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	VFSRH	\$31.86
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	00-17095 Accent on Achievement- TUBA 1	\$7.99
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	00-17091 Accent on Achievement- HORN 1	\$7.99
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	00-17081 Accent on Achievement FLUTE 1	\$7.99
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	00-17084 Accent on Achievement CLARINET 1	\$7.99
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	00-17088 Accent on Achievement TENOR SAX 1	\$7.99
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	00-17087 Accent on Achievement ALTO SAX 1	\$15.98
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	KM15213 K&M Stand Trumpet, 5 leg	\$24.64
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	S14H30 EVANS drumhead clear 300 snare side	\$17.84
11738	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	FS7000B ON-STAGE stand Clarinet/Flute	\$14.40
11738 Total										<u>\$144.67</u>
11739	TK ELEVATOR CORPORATION	E	01	116	810	000	000	350	Maint Franklin	\$604.83
11739	TK ELEVATOR CORPORATION	E	01	116	810	000	000	350	Maint Fine Arts	\$604.83
11739	TK ELEVATOR CORPORATION	E	01	116	810	000	000	350	Maint EGHS	\$604.83
11739 Total										<u>\$1,814.49</u>
11740	TWIN CITIES HARDWARE	E	01	300	810	000	000	350	Keys	\$29.99
11740 Total										<u>\$29.99</u>
11741	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	401	Custodial Supplies	\$1,584.85
11741 Total										<u>\$1,584.85</u>
11742	UTILITY SYSTEMS OF AMERICA	E	01	300	810	000	000	350	Sanding	\$242.00
11742 Total										<u>\$242.00</u>
11743	WILLIAMS ANGIE	E	01	005	640	000	316	366	PBL CONF EXPENSES	\$244.46
11743 Total										<u>\$244.46</u>
11744	BLICK ART MATERIALS	E	01	302	212	000	000	430	Instructional Supply	\$326.00
11744 Total										<u>\$326.00</u>
11745	CARDMEMBER SERVICE	E	01	005	640	000	316	366		\$3,347.80
11745	CARDMEMBER SERVICE	E	01	005	606	000	000	311		\$23.17
11745	CARDMEMBER SERVICE	E	01	300	361	000	428	430		\$1,897.12
11745	CARDMEMBER SERVICE	E	01	005	810	000	000	386		\$4,752.65
11745 Total										<u>\$10,020.74</u>
11746	DALCO	E	01	101	810	000	000	410	Custodial Supplies	\$1,347.99
11746 Total										<u>\$1,347.99</u>
11747	ISD #2142	E	01	300	361	966	428	303	Purchased Services	\$2,138.75
11747 Total										<u>\$2,138.75</u>
11748	ISD #318	E	01	300	361	955	475	303	Purchased Services	\$5,801.52
11748 Total										<u>\$5,801.52</u>
11749	KEMEN ELYSA	E	01	116	203	000	000	401	General Supplies	\$55.00
11749 Total										<u>\$55.00</u>
11750	L & M SUPPLY INC	E	01	005	606	000	000	430	Instruct Supplies	\$308.10
11750	L & M SUPPLY INC	E	01	005	606	000	000	430	Instruct Supplies	\$8.36

11750	L & M SUPPLY INC	E	01	005	606	000	000	430	Instruct Supplies	\$4.40
11750 Total										<u>\$320.86</u>
11751	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,875.55
11751 Total										<u>\$1,875.55</u>
11752	MINNESOTA ENERGY RESOURCES	E	01	005	810	000	000	440	Fuel For Buildings	\$63.88
11752 Total										<u>\$63.88</u>
11753	MINNESOTA POWER	E	01	005	810	000	000	331	Electricity	\$2,973.51
11753 Total										<u>\$2,973.51</u>
11754	SHI	E	06	300	870	000	000	555	Technology Equip	\$34,858.49
11754	SHI	E	06	300	870	000	000	555	Technology Equip	\$2,400.00
11754	SHI	E	06	116	870	000	000	555	Technology Equip	\$31,934.00
11754 Total										<u>\$69,192.49</u>
11755	SHUBAT TRANSPORTATION	E	01	300	296	716	733	365	Interdept Transport	\$1,600.00
11755 Total										<u>\$1,600.00</u>
11756	SMARTSCHOOL SYSTEMS	E	01	116	203	406	000	430	Instruct Supplies	\$399.00
11756 Total										<u>\$399.00</u>
11757	SUPER ONE	E	01	300	260	000	000	430	Instruct Supplies	\$21.98
11757	SUPER ONE	E	01	300	260	000	000	430	Instruct Supplies	\$47.42
11757	SUPER ONE	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$45.58
11757	SUPER ONE	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$59.94
11757 Total										<u>\$174.92</u>
11758	VERIZON	E	01	005	690	000	000	320	Comm Telephone	\$105.14
11758 Total										<u>\$105.14</u>
11759	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331		\$42,299.73
11759	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$8,685.81
11759	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$54.71
11759	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	333		\$53.85
11759	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	332		\$39.25
11759	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	331		\$314.51
11759	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	440		\$142.38
11759	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$585.30
11759	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	333		\$112.35
11759	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	332		\$61.75
11759	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	331		\$4,284.74
11759	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	440		\$133.49
11759	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	331	Electricity	\$60.63
11759	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331	Electricity	\$1,250.99
11759 Total										<u>\$58,079.49</u>
11760	MINNESOTA POWER	E	01	005	810	000	000	331	Electricity	\$4,061.85
11760 Total										<u>\$4,061.85</u>
11761	FORMS & SURFACES	E	01	300	810	000	000	350	REPLACEMENT LINERS	\$1,200.00
11761	FORMS & SURFACES	E	01	300	810	000	000	350	SHIPPING & HANDLING	\$540.00
11761 Total										<u>\$1,740.00</u>
11762	MADISON NATIONAL LIFE	B	01	215	003				MERGE TO RR PLAN CREDIT FORWARD	\$1,073.35
11762	MADISON NATIONAL LIFE	B	01	215	004				MERGE TO RR PLAN CREDIT FORWARD	\$1,537.70
11762	MADISON NATIONAL LIFE	B	01	215	003				LIFE	\$1,637.70
11762	MADISON NATIONAL LIFE	B	01	215	004				LTD	\$2,734.34
11762	MADISON NATIONAL LIFE	B	01	215	003				LIFE	\$1,637.70
11762	MADISON NATIONAL LIFE	B	01	215	004				LTD	\$2,734.34
11762 Total										<u>\$11,355.13</u>
11763	ADVANCED PLANNING TECHNOLOGIES INC	E	01	005	810	000	000	410	Custodial Supplies	\$3,720.00
11763 Total										<u>\$3,720.00</u>

11764	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$129.00
11764 Total										<u>\$129.00</u>
11765	AMAZON CAPITAL SERVICES INC	E	01	005	020	000	000	401	General Supplies	\$111.85
11765 Total										<u>\$111.85</u>
11766	APPLE INC	E	01	005	606	000	000	401	General Supplies	\$7,795.00
11766 Total										<u>\$7,795.00</u>
11767	BUS PARTS WAREHOUSE	E	03	005	760	000	720	420	Repair Supplies	\$423.73
11767 Total										<u>\$423.73</u>
11768	EMC INSURANCE COMPANIES	E	03	005	760	000	720	340		\$8,163.14
11768	EMC INSURANCE COMPANIES	E	01	005	940	000	000	341		\$4,197.70
11768	EMC INSURANCE COMPANIES	E	01	005	940	000	000	340		\$67,909.74
11768 Total										<u>\$80,270.58</u>
11769	HAINEY CASSANDRA	E	01	005	107	050	000	366	Travel	\$1,067.13
11769 Total										<u>\$1,067.13</u>
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$45.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$120.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$360.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$90.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$45.00
11770	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$360.00
11770 Total										<u>\$1,320.00</u>
11771	HOUGHTON MIFFLIN HARCOURT	E	01	116	203	000	000	460		\$48,450.16
11771	HOUGHTON MIFFLIN HARCOURT	E	01	112	203	000	000	460		\$22,424.84
11771	HOUGHTON MIFFLIN HARCOURT	E	01	112	203	000	000	460		\$14,125.28
11771	HOUGHTON MIFFLIN HARCOURT	E	01	101	203	000	000	460		\$85,000.28
11771 Total										<u>\$170,000.56</u>
11772	HUNT ELECTRIC CORPORATION	E	01	005	606	000	000	311	Prof Tech Services	\$6,175.00
11772 Total										<u>\$6,175.00</u>
11773	IDVILLE	E	01	300	211	000	000	401	40421MA, BADGE HOLDER WITH POCKET, BLAC	\$142.50
11773	IDVILLE	E	01	300	211	000	000	401	SHIPPING	\$17.55
11773 Total										<u>\$160.05</u>
11774	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	\$175.23
11774 Total										<u>\$175.23</u>
11775	KRAUS-ANDERSON	E	06	300	870	000	000	311	Prof Tech Services	\$3,652.85
11775 Total										<u>\$3,652.85</u>
11776	LAMPPA STACIE	E	01	005	020	000	000	401	General Supplies	\$213.00
11776 Total										<u>\$213.00</u>
11777	MARCIA BRENNER ASSOCIATES LLC	E	01	005	606	000	000	311	Prof Tech Services	\$5,727.80
11777 Total										<u>\$5,727.80</u>
11778	MCGRAW-HILL SCHOOL EDUCATION HOLDINGS	E	01	300	256	000	000	460	Textbooks Workbooks	\$29,514.21
11778	MCGRAW-HILL SCHOOL EDUCATION HOLDINGS	E	01	300	256	000	000	460	Textbooks Workbooks	\$68,175.00
11778 Total										<u>\$97,689.21</u>
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$682.81
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$59.93
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$59.38
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$19.34
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$206.62
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$61.86

11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$103.18
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$39.59
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$143.75
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$3.85
11779	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$51.52
11779 Total										<u>\$1,431.83</u>
11780	METRO SALES INC	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental	\$146.50
11780 Total										<u>\$146.50</u>
11781	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,072.11
11781	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$4,977.73
11781 Total										<u>\$6,049.84</u>
11782	MINNESOTA TELECOMMUNICATIONS	E	01	101	203	000	000	320		\$850.00
11782	MINNESOTA TELECOMMUNICATIONS	E	03	005	760	000	720	320		\$595.00
11782	MINNESOTA TELECOMMUNICATIONS	E	01	101	203	000	000	320		\$850.00
11782	MINNESOTA TELECOMMUNICATIONS	E	04	500	505	000	321	320		\$222.39
11782	MINNESOTA TELECOMMUNICATIONS	E	03	005	760	000	720	320		\$1,408.47
11782	MINNESOTA TELECOMMUNICATIONS	E	02	005	770	000	701	320		\$222.39
11782	MINNESOTA TELECOMMUNICATIONS	E	01	302	810	000	000	320		\$222.39
11782	MINNESOTA TELECOMMUNICATIONS	E	01	300	211	000	000	320		\$444.78
11782	MINNESOTA TELECOMMUNICATIONS	E	01	117	810	000	000	320		\$222.39
11782	MINNESOTA TELECOMMUNICATIONS	E	01	112	203	000	000	320		\$222.39
11782	MINNESOTA TELECOMMUNICATIONS	E	01	005	810	000	000	320		\$3,409.98
11782	MINNESOTA TELECOMMUNICATIONS	E	01	005	606	000	000	320		\$815.43
11782	MINNESOTA TELECOMMUNICATIONS	E	01	005	020	000	000	320		\$222.39
11782	MINNESOTA TELECOMMUNICATIONS	R	01	005	000	000	000	099	Miscellaneous	\$5,559.00
11782 Total										<u>\$15,267.00</u>
11783	MYSTERY SCIENCE	E	01	112	606	000	000	430	AS PER ATTACHED QUOTE #227280	\$1,395.00
11783 Total										<u>\$1,395.00</u>
11784	NATIONAL SCHOOL FORMS INC	E	01	112	203	000	000	401	General Supplies	\$317.41
11784 Total										<u>\$317.41</u>
11785	NE METRO ISD 916	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$7,920.00
11785 Total										<u>\$7,920.00</u>
11786	NORTHEAST SERVICE COOPERATIVE	E	01	005	010	000	000	820	Dues/Mbrshp/Lic Fee	\$200.00
11786 Total										<u>\$200.00</u>
11787	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$1,432.14
11787 Total										<u>\$1,432.14</u>
11788	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$217.07
11788	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$57.00
11788	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$1,195.06
11788	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$127.89
11788	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$104.00
11788	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$100.00
11788 Total										<u>\$1,801.02</u>
11789	RAM	B	01	215	270				Payroll Deductions-WC	\$11,560.91
11789 Total										<u>\$11,560.91</u>
11790	SAVVAS LEARNING COMPANY LLC	E	01	300	256	000	000	460	AS PER ATTACHED QUOTE NUMBER 228262-2	\$16,362.04
11790 Total										<u>\$16,362.04</u>
11791	SCS SIGN COMPANY	E	01	300	294	702	000	430	AS PER ATTACHED ORDER # 82115	\$109.22
11791	SCS SIGN COMPANY	E	01	300	296	702	000	430	AS PER ATTACHED ORDER # 82115	\$109.22
11791 Total										<u>\$218.44</u>
11792	SHRED-N-GO INC	E	01	005	110	000	000	401	General Supplies	\$71.89
11792 Total										<u>\$71.89</u>

11793	THE PLUM CATALYST LLC	E	03	005	760	000	720	401	General Supplies	\$5,000.00
11793 Total										<u>\$5,000.00</u>
11794	TK ELEVATOR CORPORATION	E	01	005	810	000	000	350	Repairs Maint Serv	\$197.68
11794	TK ELEVATOR CORPORATION	E	01	005	810	000	000	350	Repairs Maint Serv	\$824.36
11794 Total										<u>\$1,022.04</u>
11795	ULINE	E	05	300	850	052	302	520	Bldg Improvements	\$389.81
11795 Total										<u>\$389.81</u>
11796	UNITED TRUCK BODY	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,325.10
11796 Total										<u>\$1,325.10</u>
11797	US BANK EQUIPMENT FINANCE	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental	\$2,498.00
11797 Total										<u>\$2,498.00</u>
11798	VOSS ROBERT	E	03	005	750	000	720	311	Prof Tech Services	\$62.50
11798 Total										<u>\$62.50</u>
11799	A W KUETTEL & SONS INC	E	06	116	870	000	000	520	Bldg Improvements	\$129,712.47
11799	A W KUETTEL & SONS INC	E	06	116	870	000	000	520	Bldg Improvements	\$91,719.84
11799 Total										<u>\$221,432.31</u>
11800	ABSOLUTE FIRE PROTECTION INC	E	06	116	870	000	000	520	Bldg Improvements	\$20,377.50
11800 Total										<u>\$20,377.50</u>
11801	ARCHITECTURAL TESTING INC	E	06	116	870	000	000	311	Prof Tech Services	\$3,670.00
11801 Total										<u>\$3,670.00</u>
11802	BENCHMARK ENGINEERING INC	E	06	116	870	000	000	311	Prof Tech Services	\$1,705.00
11802 Total										<u>\$1,705.00</u>
11803	BLICK ART MATERIALS	E	01	300	211	000	000	430	Instruct Supplies	\$70.05
11803 Total										<u>\$70.05</u>
11804	FISHER TRACKS INC	E	06	300	870	000	000	311	Prof Tech Services	\$19,494.48
11804 Total										<u>\$19,494.48</u>
11805	H2I GROUP INC	E	06	300	870	000	000	520	Bldg Improvements	\$99,889.96
11805 Total										<u>\$99,889.96</u>
11806	HALLBERG ENGINEERING	E	06	116	870	000	000	311	Prof Tech Services	\$4,000.00
11806	HALLBERG ENGINEERING	E	06	300	870	000	000	311	Prof Tech Services	\$5,511.00
11806 Total										<u>\$9,511.00</u>
11807	HARBOR CITY MASONRY INC	E	06	116	870	000	000	520	Bldg Improvements	\$330,589.48
11807 Total										<u>\$330,589.48</u>
11808	HAWK CONSTRUCTION INC	E	06	300	870	000	000	520	Bldg Improvements	\$96,282.94
11808 Total										<u>\$96,282.94</u>
11809	HUNT ELECTRIC CORPORATION	E	05	005	865	000	380	350	Repair & Maint Service	\$17,603.50
11809	HUNT ELECTRIC CORPORATION	E	06	116	870	000	000	520	Bldg Improvements	\$181,592.64
11809 Total										<u>\$199,196.14</u>
11810	INAC INC	E	02	005	770	000	701	899	Misc Other Expense	\$8,243.84
11810	INAC INC	E	02	005	770	000	701	899	Misc Other Expense	\$88,941.29
11810 Total										<u>\$97,185.13</u>
11811	ISD #318	E	01	300	361	955	475	303	Purchased Services	\$1,612.99
11811 Total										<u>\$1,612.99</u>
11812	ISD #698	E	01	300	361	954	428	303	Purchased Services	\$443.32
11812 Total										<u>\$443.32</u>
11813	KRAUS-ANDERSON	E	06	116	870	000	000	311	Prof Tech Services	\$141,963.32
11813	KRAUS-ANDERSON	E	05	005	865	000	380	311	Prof Tech Services	\$30,006.23
11813 Total										<u>\$171,969.55</u>
11814	MESABI SIGN CO INC	E	06	300	870	000	000	311	Prof Tech Services	\$600.50
11814 Total										<u>\$600.50</u>
11815	MINNESOTA NORTH COLLEGE	E	01	300	361	000	428	303		\$772.24
11815	MINNESOTA NORTH COLLEGE	E	01	300	361	000	428	304		\$27,449.09

11815	MINNESOTA NORTH COLLEGE	E	01	300	361	000	428	303	Purchased Services	\$331.13
11815 Total										<u>\$28,552.46</u>
11816	MULCAHY NICKOLAUS LLC	E	06	116	870	000	000	520	Bldg Improvements	\$168,711.57
11816	MULCAHY NICKOLAUS LLC	E	05	005	865	000	379	350	Repair & Maint Service	\$30,749.03
11816 Total										<u>\$199,460.60</u>
11817	NORTHSTAR INSULATING SYSTEMS INC	E	06	116	870	000	000	520	Bldg Improvements	\$104,891.64
11817 Total										<u>\$104,891.64</u>
11818	NTS	E	06	116	870	000	000	311	Prof Tech Services	\$4,560.45
11818 Total										<u>\$4,560.45</u>
11819	PASEK ROBERT T	E	06	300	870	000	000	520	Bldg Improvements	\$2,798.00
11819 Total										<u>\$2,798.00</u>
11820	RATWIK ROSZAK & MALONEY	E	01	005	150	000	000	311	Prof Tech Services	\$595.50
11820 Total										<u>\$595.50</u>
11821	RED CEDAR STEEL ERECTORS INC	E	05	005	865	000	380	350	Repair & Maint Service	\$34,095.50
11821 Total										<u>\$34,095.50</u>
11822	RJ MECHANICAL INC	E	06	116	870	000	000	520	Bldg Improvements	\$277,498.78
11822 Total										<u>\$277,498.78</u>
11823	STEINBRECHER PAINTING COMPANY	E	06	300	870	000	000	520	Bldg Improvements	\$4,169.55
11823 Total										<u>\$4,169.55</u>
11824	TEACHERS ON CALL	E	01	399	280	000	000	307	SpEd Substitutes	\$167.51
11824	TEACHERS ON CALL	E	01	399	280	000	000	307	SpEd Substitutes	\$95.20
11824 Total										<u>\$262.71</u>
11825	TNT CONSTRUCTION GROUP LLC	E	06	005	870	000	000	311	Prof Tech Services	\$6,985.53
11825	TNT CONSTRUCTION GROUP LLC	E	06	116	870	000	000	520	Bldg Improvements	\$16,625.00
11825	TNT CONSTRUCTION GROUP LLC	E	06	116	870	000	000	520	Bldg Improvements	\$146,237.30
11825	TNT CONSTRUCTION GROUP LLC	E	06	116	870	000	000	520	Bldg Improvements	\$90,250.00
11825 Total										<u>\$260,097.83</u>
11826	TWIN CITY ACOUSTICS INC	E	06	300	870	000	000	520	Bldg Improvements	\$23,750.00
11826 Total										<u>\$23,750.00</u>
11827	UHL COMPANY INC	E	06	300	870	000	000	520	Bldg Improvements	\$68,342.63
11827 Total										<u>\$68,342.63</u>
11828	UNITED GLASS INC	E	06	116	870	000	000	520	Bldg Improvements	\$39,933.25
11828 Total										<u>\$39,933.25</u>
11829	WELLS CONCRETE PRODUCTS COMPANY INC	E	06	116	870	000	000	520	Bldg Improvements	\$3,800.00
11829 Total										<u>\$3,800.00</u>
290854-290857	PAYROLL 07/14/23									\$691,655.19
	OASDI									\$41,130.02
	MEDICARE									\$9,622.74
	PERA									\$11,376.30
	TRA									\$46,297.23
	TSA MATCH									\$4,378.72
290861-290865	PAYROLL 07/31/23									\$644,592.63
	OASDI									\$38,233.87
	MEDICARE									\$8,945.40
	PERA									\$9,582.71
	TRA									\$44,602.83
	TSA MATCH									\$4,378.72

TOTAL DISBURSEMENTS & PAYROLL

\$5,100,250.20

Seconded by

that the above resolution be adopted.

Resolution adopted August 14, 2023.

Clerk

Chairperson



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 10, 2022

Revised: _____

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: November 14, 2022

Revised: _____

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

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

IV. EXCEPTIONS

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

V. PROCEDURES

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

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

VI. SCHOOL PROGRAMS

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

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

VII. ENFORCEMENT

A. Students

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

B. Employees

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

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

C. The Public

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: _____

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

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

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

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

IV. EXCEPTIONS

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

V. VAPING PREVENTION INSTRUCTION

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

VI. ENFORCEMENT

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

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

VI. DISSEMINATION OF POLICY

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

424 LICENSE STATUS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. PROCEDURE

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

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

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

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

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: December 14, 2020

Revised: January 10, 2022

Revised: _____

425 STAFF DEVELOPMENT AND MENTORING

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

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

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

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

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

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

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

We see...

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

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

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

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

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

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

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

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

V. STAFF DEVELOPMENT FUNDING

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

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

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

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

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

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

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

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

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

VIII. REPORTING

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

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

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

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

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

Cross References: None.



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: November 14, 2022

Revised: _____

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
 - 1. Clothing appropriate for the weather.
 - 2. Clothing that does not create a health or safety hazard.
 - 3. Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
 - 1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
 - 2. Clothing bearing a message that is lewd, vulgar, or obscene.
 - 3. Apparel promoting products or activities that are illegal for use by minors.
 - 4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.

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

III. PROCEDURES

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

Legal References: U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)

Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 25, 2021

Reviewed: January 10, 2022

Revised: October 10, 2022

Revised: _____

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

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

III. DEFINITIONS

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

IV. POLICY

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

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

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

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

V. AREAS OF RESPONSIBILITY

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

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

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

I. Reasonable Force Reports

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

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

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

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

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

VIII. CODE OF STUDENT CONDUCT

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

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

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

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

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

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

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

IX. RECESS AND OTHER BREAKS

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

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

X. DISCIPLINARY ACTION OPTIONS

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

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

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

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IX. DISMISSAL

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

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

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

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

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

- C. Disciplinary Dismissals Prohibited

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

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

b. kindergarten through Grade 3.

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

D. Suspension Procedures

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

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

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

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

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

E. Expulsion and Exclusion Procedures

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

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

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

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

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

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

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

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

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

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

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

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

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

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

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



Rock Ridge Public Schools
1405 Progress Parkway

Adopted: September 28, 2020

Revised: January 10, 2022

Revised: _____

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

1. “Corporal punishment” means conduct involving:

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

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

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

IV. PROHIBITIONS

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

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

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

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

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

V. EXCEPTIONS

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

IV. VIOLATION

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: March 27, 2023

Revised: _____

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. OPEN ENROLLMENT PROCESS

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

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

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

IV. BASIS FOR DECISIONS

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

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

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

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

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

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

C. Application.

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

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

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

D. Lotteries.

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

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

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

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

E. Exclusion

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

F. Termination of Enrollment

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

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Promotion

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

B. Retention

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

C. Program Design

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

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

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

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Reviewed: January 10, 2022

Revised: January 9, 2023

Revised: _____

514 BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.
- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.
-
- Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.
- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See Policy 506). The school district may take into account the following factors:
1. The developmental ages and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;

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

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

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

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

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

III. DEFINITIONS

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

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

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

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

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

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

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

IV. REPORTING PROCEDURE

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

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

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

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

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

V. SCHOOL DISTRICT ACTION

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

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

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

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

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

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

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

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

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

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

VIII. NOTICE

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

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

IX. POLICY REVIEW

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: _____

516.5 OVERDOSE MEDICATION

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

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan) , and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. "Drug-related overdose" means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. "Naloxone Coordinator" is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level

administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is [insert title of staff person appointed as coordinator].

- C. "Opiate" means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. "Opiate Antagonist" means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. "Standing Order" means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.
- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation

team (“District Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

1. The District planning and implementation team will consist of our district Health and Safety committee members, which include the district LSN, the Eveleth and/or Virginia EMC coordinator, and the district’s medical provider that provides a Protocol or Condition Specific Order “standing order” for administration of Naloxone.
2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a. The purchase of “Naloxone Emergency Cabinets” will work with all brands of naloxone. The cabinet will follow the same concepts as an AED. The cabinet will be available in three versions: locking with breakable window/hammer and non-locking version with siren or non-locking with no alarm. The cabinet will include 3D signage above the cabinet. The naloxone cabinet will hold at least one (1) box containing two doses of Narcan and a full-size readable instruction sheet.
 - b. Placement should be next to AEDs in the following locations: Parkview Elementary, Laurentian Elementary, North Star Elementary, Rock Ridge High School (2 locations), and the Rock Ridge Administration Building. Procedurally, this means a total purchase of six (6) two-dose boxes of Nasal Naloxone to place in cabinets.
 - c. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the

limited temporary effect of Naloxone and the continued need of recipients of additional medical care;

- d. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
- e. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
- f. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.

4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator. The Medical Emergency Response Team (MERT) staff should be trained to administer Naloxone along with building supervisors, including building principals, if not on the MERT team.

E. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use

of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site. Naloxone will not be provided when school activities are conducted off school grounds.
- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. PRIVACY PROTECTIONS

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)

Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)

Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of
Naloxone

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 10, 2022

Revised: November 14, 2022

Revised: _____

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

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

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

V. UNACCEPTABLE USES

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

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” “TikTok”, “Reddit,” and similar websites or applications.
 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school

district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minnesota Statute Chapter 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in

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

IX. INTERNET USE AGREEMENT

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

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

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

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

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

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

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
 - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 - 2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

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

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

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ___, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: October 24, 2022

Revise: _____

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

III. DEFINITIONS

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

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

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

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

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

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

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

B. Removal By Police Liaison Officer or Peace Officer

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

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

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

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

C. Reasonable Force Permitted

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

- d. Denying or restricting a child’s access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child’s functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
- e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
- f. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child’s ability to breathe, restricts or impairs a child’s ability to communicate distress, places pressure or weight on a child’s head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child’s torso;
- g. Withholding regularly scheduled meals or water; and/or
- h. Denying a child access to toilet facilities.

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

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

E. Continued Removals; Review of IEP

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

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

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

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

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Revised: January 10, 2022

Revised: January 23, 2023

Revised: _____

534 SCHOOL MEALS POLICY

I. PURPOSE

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

II. PAYMENT OF MEALS

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

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

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

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

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

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

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

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

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

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

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

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

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

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

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

IV. UNPAID MEAL CHARGES

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

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

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

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

V. COMMUNICATION OF POLICY

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

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

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

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: March 27, 2023

Revised: _____

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

IV. LONG-TERM STRATEGIC PLAN

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

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

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

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

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

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

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

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

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

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

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

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

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

~~b. adapting to change;~~

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

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

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

~~f. exercising ethical behavior.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: March 27, 2023

Revised: _____

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. CALENDAR RESPONSIBILITY

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

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

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

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

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

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

IV. SCHOOL DAY RESPONSIBILITY

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

V. E-LEARNING DAYS

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

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

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

Cross References: Policy 425 (Staff Development)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: November 14, 2022

Revised: _____

603 CURRICULUM DEVELOPMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

IV. DISTRICT ADVISORY COMMITTEE

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

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

V. SCHOOL SITE TEAM

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

VI. CURRICULUM DEVELOPMENT PROCESS

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: January 23, 2023

Revised: _____

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

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

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

III. REQUIRED ACADEMIC STANDARDS

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

1. language arts;

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

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

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

5. physical education;

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

7. the arts.

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

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

PARENTAL CURRICULUM REVIEW

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

IV. CPR AND AED INSTRUCTION

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

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

V. COLLEGE AND CAREER PLANNING

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

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

VI. CIVICS TEST

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: January 25, 2021

Revised: October 24, 2022

Revised: _____

613 GRADUATION REQUIREMENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. DISTRICT ASSESSMENT COORDINATOR

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

V. GRADUATION ASSESSMENT REQUIREMENTS

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

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

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

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

VI. GRADUATION CREDIT REQUIREMENTS

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

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

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

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

VII. GRADUATION STANDARDS REQUIREMENTS

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

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

VIII. EARLY GRADUATION

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 25, 2021

Reviewed: January 10, 2022

Revised: October 24, 2022

Revised: _____

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

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

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

D. Comprehensive Continuous Improvement of Student Achievement

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

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

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

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

~~b. Principal~~

~~c. School Board Member~~

~~d. Student Representative~~

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

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

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

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

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

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

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

F. Reporting

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

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

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

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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



Rock Ridge Public Schools

1405 Progress Parkway

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618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

B. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

- C. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- ~~F. “Computer adaptive assessments” means fully adaptive assessments.~~
- D. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- F. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- ~~G. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level.~~
- ~~K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~
- G. “Required standard” means (1) a statewide adopted expectation for student learning in the content areas of **English** language arts, mathematics, science, social studies, physical education, and the arts, ~~or~~ and (2) a locally adopted expectation for student learning in health ~~or the arts~~.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

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

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

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

B. Statewide Academic Standards Testing

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

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

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

C. Student Participation

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

VI. RIGOROUS COURSE OF STUDY WAIVER

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

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

VII. CAREER EXPLORATION ASSESSMENT

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

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 25, 2021

Revised: March 27, 2023

Revised: _____

620 CREDIT FOR LEARNING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

~~C. “Course” means a course or program.~~

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

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

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

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

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

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

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

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

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

V. POSTSECONDARY ENROLLMENT CREDIT

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

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

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

~~VI. CREDIT FROM ONLINE LEARNING COURSES~~

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

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

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

VII. ADVANCED ACADEMIC CREDIT

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

VIII. PROCESS FOR AWARDING CREDIT

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

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: _____

621 LITERACY AND THE READ ACT

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

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

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district’s annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
 - 1. a summary of the school district's efforts to screen for dyslexia;
 - 2. the number of students universally screened for that reporting year;
 - 3. the number of students demonstrating characteristics of dyslexia for that year; and
 - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and

students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;
 7. a statement of whether the school district has adopted a MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and
 9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
 - 1. intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. special education teachers;
 - 4. curriculum directors;
 - 5. instructional support staff who provide reading instruction; and
 - 6. employees who select literacy instructional materials for a district.

- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

IX. STAFF DEVELOPMENT

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

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading

skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: March 27, 2023

624 ~~ONLINE LEARNING OPTIONS INSTRUCTION~~

~~I. PURPOSE~~

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

~~II. GENERAL STATEMENT OF POLICY~~

~~A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.~~

~~B. The school district shall grant academic credit for completing the requirements of an online learning course or program.~~

~~C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.~~

~~D. The school district shall continue to provide non-academic services to online learning students.~~

~~E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.~~

~~III. DEFINITIONS~~

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

~~B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.~~

- ~~C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minnesota Statutes section 120A.22, subdivision 4, for purposes of compulsory education.~~
- ~~D. “Full-time online learning provider” means an enrolling school authorized by MDE to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.~~
- ~~E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.~~
- ~~F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.~~
- ~~G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.~~
- ~~H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~
- ~~I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minnesota Statutes sections 120A.22 and 120A.24.~~
- ~~J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.~~

~~IV. PROCEDURES~~

~~A. Dissemination and Receipt of Information~~

- ~~1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.~~
- ~~2. The school district will receive and maintain information provided to it by online learning providers.~~

- ~~3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.~~
- ~~4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.~~

~~B. Student Enrollment~~

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

~~corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.~~

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

~~C. Classroom Membership and Teacher Contact Time~~

- ~~1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.~~
- ~~2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.~~
- ~~3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.~~

- ~~4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minnesota Statutes section 124D.095, subdivision 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.~~

~~D. Academic Credit; Graduation Standards or Requirements~~

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

~~**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1a (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)~~

~~**Cross References:** Policy 509 (Enrollment of Nonresident Students)
Policy 605 (Alternative Programs)
Policy 608 (Instructional Services—Special Education)
Policy 613 (Graduation Requirements)~~

Policy 620 (Credit for Learning)

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

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

IV. DIGITAL INSTRUCTION

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

- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;

4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

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

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)

Minn. Stat. § 124D.08 (School Board’s Approval to Enroll
in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School
Professional Licensing)

CROSS REFERENCES:

Policy 613 (Graduation Requirements)
Policy 620 (Credit for Learning)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: November 14, 2022

Revised: _____

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.

- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational

facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.

- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes Chapter 125A.

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students (Policy 707) shall apply to the transportation of nonpublic school students except as specifically provided herein.

- Legal References:**
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
 - Minn. Stat. § 123B.84 (Policy)
 - Minn. Stat. § 123B.86 (Equal Treatment)
 - Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
 - Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
 - Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 - Minn. Stat. Ch. 125A (Special Education and Special Programs)
 - Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
 - Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
 - Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
 - Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
 - Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)
 - Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8th Cir. 1992)
 - Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
 - Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
 - Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
 - Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
 - Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
 - Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

- Cross References:**
- Policy 707 (Transportation of Public School Students)
 - Policy 709 (Student Transportation Safety Policy)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: November 14, 2022

Revised: _____

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student **School Bus Safety Training**

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

school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
- ~~8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.~~
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required

- a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
- d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

- a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 - 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 - 2. Rules at the Bus Stop
 - a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs, and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road, or highway when waiting for the bus.
 - f. Wait until the bus stops before approaching the bus.
 - g. After getting off the bus, move away from the bus.
 - h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

1st offense – warning

2nd offense – 3 school-day suspension from riding the bus

3rd offense – 5 school-day suspension from riding the bus

4th offense – 10 school-day suspension from riding the bus/meeting with parent

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the bus/meeting with parent

5th offense – suspended from riding the bus for the remainder of the school year

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

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to

students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.

- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;
 7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction.

The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

- 1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
- 2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. **OPERATING RULES AND PROCEDURES**

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus

engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes section 169.011, subdivision 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
- ~~4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.~~
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a

type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar

with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

- a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

- b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

- (1) safe operation of a type III vehicle;
- (2) understanding student behavior, including issues relating to students with disabilities;

- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

- (5) handling emergency situations;

- (6) proper use of seat belts and child safety restraints;

- (7) performance of pretrip vehicle inspections;

- (8) safe loading and unloading of students, including, but not limited to:

- (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid

hazardous conditions;

- (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, subdivision 8, or Minnesota Statutes section 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes chapter 245C for day care employees; or Minnesota Statutes section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
 - e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minnesota Statutes section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
 - f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.

- g. A person who sustains a conviction, as defined under Minnesota Statutes 609.02, of violating Minnesota Statutes section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
 - i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, Subd. 2 (See Section II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.
 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes section 171.02, subdivisions 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 - 1. the student’s name and address;
 - 2. the nature of the student’s disabilities;
 - 3. emergency health care information; and
 - 4. the names and telephone numbers of the student’s physician, parents, guardians, or custodians, and some person other than the student’s parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district’s record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses) Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
[Minn. Stat. § 123B.935 \(Active Transportation Safety Training\)](#)

Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
 Minn. Stat. Ch. 169 (Traffic Regulations)
 Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
 Minn. Stat. § 169.02 (Scope)
 Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
 Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
 Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
 Minn. Stat. § 169.454 (Type III Vehicle Standards)
 Minn. Stat. § 169.4582 (Reportable Offense on School Buses) Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
 Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
 Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)
 49 C.F.R. § 383.51 (Disqualification of Drivers)
[49 C.F.R. Part 571 \(Federal Motor Vehicle Safety Standards\)](#)

Cross References:

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Reviewed: January 10, 2022

Revised: October 10, 2022

Revised: _____

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. ~~For purposes of this Policy, the term, “school districts,” shall include charter schools.~~ The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building’s specific situation and needs.

The school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other

sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
 3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
 - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include

more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes section 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency

management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.

4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. “Active shooter drill” means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. “Active shooter simulation” means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. “Evidence-based” means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. “Full-scale exercise” means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often

involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. “Functional exercises” means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student’s parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder

- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10 mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
[Minn. Stat. § 121A.038 \(Students Safe at School\)](#)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Policy 413 (Harassment and Violence)
Policy 501 (School Weapons Policy)
Policy 506 (Student Discipline)
Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf>
[Minnesota School Safety Center - Resources \(mn.gov\)](#)

CERTIFICATION OF MINUTES RELATING TO
\$13,570,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2023A

Issuer: Independent School District No. 2909 (Rock Ridge Public Schools), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on August 14, 2023 at 6:00 p.m. at the Rock Ridge Administration Building.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO \$13,570,000 GENERAL OBLIGATION
SCHOOL BUILDING BONDS, SERIES 2023A; AUTHORIZING ISSUANCE,
AWARDING SALE, PRESCRIBING THE FORM AND DETAILS AND
PROVIDING FOR THE PAYMENT THEREOF

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said bonds; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer this 14th day of August, 2023.

School District Clerk

It was reported that _____ () sealed proposals for the purchase of the District's General Obligation School Building Bonds, Series 2023A were received prior to 10:00 a.m. pursuant to the Preliminary Official Statement distributed to potential purchasers of the Bonds by Ehlers & Associates, Inc., independent municipal advisor to the District. The proposals have been publicly opened, read and tabulated and were found to be as follows:

(See Attached)

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO \$13,570,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2023A; AUTHORIZING ISSUANCE, AWARDING SALE, PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT THEREOF

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 2909 (Rock Ridge Public Schools), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION AND SALE.

1.01. Authorization and Election. This Board hereby determines it is in the best interests of the District to authorize the issuance and sale of its \$13,570,000 General Obligation School Building Bonds, Series 2023A (the Bonds), the proceeds to be used to finance the acquisition and betterment of school facilities, as approved by the electors at special elections held on May 14, 2019 (collectively, the Projects), pursuant to Minnesota Statutes, Chapter 475.

1.02. Sale. The District has retained Ehlers & Associates, Inc., in Roseville, Minnesota (Ehlers), as independent municipal advisor in connection with the sale of the Bonds. Pursuant to Minnesota Statutes, Section 475.60, Subdivision 2, paragraph 9, the requirements as to a public sale do not apply to the issuance of the Bonds. Pursuant to the Preliminary Official Statement prepared on behalf of the District by Ehlers, proposals for the purchase of the Bonds were received at or before the time specified for receipt of proposals. The proposals have been opened, publicly read and considered and the purchase price, interest rates and net interest cost under the terms of each proposal have been determined. The most favorable proposal received is that of [Purchaser], in [City, State] (the Purchaser). It is hereby determined to issue the Bonds at a purchase price of \$[purchase price] (representing the principal amount of \$13,570,000, plus an original issue premium of \$[premium], and less an underwriter's discount of \$[UW discount]) plus accrued interest, if any, and upon the further terms and conditions set forth herein.

1.03. Award. The sale of the Bonds is hereby awarded to the Purchaser, and the Chairperson and Clerk are hereby authorized and directed on behalf of the District to execute a contract for the sale of the Bonds with the Purchaser in accordance with the terms of the proposal. The good faith deposit of the Purchaser shall be retained and deposited by the District until the Bonds have been delivered, and shall be deducted from the purchase price paid at settlement. Any good faith deposit of other bidders shall be returned to them forthwith.

SECTION 2. BOND TERMS; REGISTRATION; EXECUTION AND DELIVERY.

2.01. Issuance of Bonds. All acts, conditions and things which are required by the Constitution and laws of the State of Minnesota to be done prior to the issuance of the Bonds having been done, existing and having happened, it is necessary for this Board to establish the form and terms of the Bonds, to provide for the security thereof, and to issue the Bonds forthwith.

2.02. Maturities, Interest Rates and Denominations. The Bonds shall be originally dated as of September 7, 2023, shall be in denominations of \$5,000 or any integral multiple thereof of single maturities, shall mature on February 1 in the years and amounts stated below and shall bear interest from date of issue until paid or duly called for redemption at the annual rates set forth opposite such years and amounts, as follows:

Year	Amount	Rate	Year	Amount	Rate
2026	\$	%	2035	\$	%
2027			2036		
2028			2037		
2029			2038		
2030			2039		
2031			2040		
2032			2041		
2033			2042		
2034					

[TO BE ADJUSTED IF ANY TERM MATURITIES]

For purposes of complying with the maturity provisions of Minnesota Statutes, Section 475.54, Subdivision 1, the maturity schedule for the Bonds shall be combined with the maturity schedules for all of the District’s outstanding general obligation bonds.

The Bonds shall be issuable only in fully registered form. Interest shall be computed on the basis of a 360-day year composed of twelve 30-day months. The interest thereon and, upon surrender of each Bond, the principal amount thereof, shall be payable by check or draft issued by the Registrar described herein; provided that, so long as the Bonds are registered in the name of a securities depository, or a nominee thereof, in accordance with Section 2.08 hereof, principal and interest shall be payable in accordance with the operational arrangements of the securities depository.

2.03. Dates and Interest Payment Dates. Upon initial delivery of the Bonds pursuant to Section 2.07 and upon any subsequent transfer or exchange pursuant to Section 2.06, the date of authentication shall be noted on each Bond so delivered, exchanged or transferred. The interest on the Bonds shall be payable on February 1 and August 1, commencing August 1, 2024, to the owners of record thereof as of the close of business on the fifteenth day of the immediately preceding month, whether or not such day is a business day.

2.04. Redemption. The Bonds maturing on and after February 1, 2033 shall be subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and within a maturity by lot as selected by the Registrar in multiples of \$5,000, on February 1, 2032, and on any date thereafter, at a price equal to the principal amount thereof and accrued interest to the date of redemption. The Clerk shall cause notice of the call for redemption thereof to be published as required by law and, at least thirty (30) days prior to the designated redemption date, shall cause notice of the call for redemption to be mailed, by first class mail, to the registered owners of any Bonds to be redeemed at their addresses as they appear on the bond register described in Section 2.06 hereof but no defect in or failure to give such mailed

notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

[COMPLETE THE FOLLOWING PROVISIONS IF THERE ARE TERM BONDS-
ADD ADDITIONAL PROVISIONS IF THERE ARE MORE THAN TWO TERM BONDS]

[Bonds maturing on February 1, 20____ and 20____ (the Term Bonds) shall be subject to mandatory redemption prior to maturity pursuant to the sinking fund requirements of this Section 2.04 at a redemption price equal to the stated principal amount thereof plus interest accrued thereon to the redemption date. The Registrar shall select for redemption, by lot or other manner deemed fair, on February 1 in each of the following years the following stated principal amounts of such Bonds:

<u>Year</u>	<u>Principal Amount</u>
-------------	-------------------------

The remaining \$ _____ stated principal amount of such Bonds shall be paid at maturity on February 1, 20____.

<u>Year</u>	<u>Principal Amount</u>
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The remaining \$ _____ stated principal amount of such Bonds shall be paid at maturity on February 1, 20____.

The Clerk shall cause notice of the call for redemption thereof to be published as required by law, and at least thirty days prior to the designated redemption date, shall cause notice of call for redemption to be mailed, by first class mail, to the registered holders of any Bonds to be redeemed at their addresses as they appear on the bond register described in Section 2.06 hereof, but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the owner without charge, representing the remaining principal amount outstanding.]

2.05. Appointment of Initial Registrar. The District hereby appoints Bond Trust Services Corporation, in Roseville, Minnesota, as the initial bond registrar, transfer agent and paying agent (the Registrar). The Chairperson and the Clerk are authorized to execute and deliver, on behalf of the District, a contract with the Registrar. Upon merger or consolidation of the Registrar with

another corporation, if the resulting corporation is a bank or trust company organized under the laws of the United States or one of the states of the United States and authorized by law to conduct such business, such corporation shall be authorized to act as successor Registrar. The District agrees to pay the reasonable and customary charges of the Registrar for the services performed. The District reserves the right to remove the Registrar upon thirty (30) days' notice and upon the appointment and acceptance of a successor Registrar, in which event the predecessor Registrar shall deliver all cash and Bonds in its possession to the successor Registrar and shall deliver the bond register to the successor Registrar.

2.06. Registration. The effect of registration and the rights and duties of the District and the Registrar with respect thereto shall be as follows:

(a) Register. The Registrar shall keep at its principal corporate trust office a bond register in which the Registrar shall provide for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged.

(b) Transfer of Bonds. Upon surrender for transfer of any Bond duly endorsed by the registered owner thereof or accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner thereof or by an attorney duly authorized by the registered owner in writing, the Registrar shall authenticate and deliver, in the name of the designated transferee or transferees, one or more new Bonds of a like aggregate principal amount and maturity, as requested by the transferor. The Registrar may, however, close the books for registration of any transfer after the fifteenth day of the month preceding each interest payment date and until such interest payment date.

(c) Exchange of Bonds. Whenever any Bonds are surrendered by the registered owner for exchange the Registrar shall authenticate and deliver one or more new Bonds of a like aggregate principal amount and maturity, as requested by the registered owner or the owner's attorney in writing.

(d) Cancellation. All Bonds surrendered upon any transfer or exchange shall be promptly canceled by the Registrar and thereafter disposed of as directed by the District.

(e) Improper or Unauthorized Transfer. When any Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the same until it is satisfied that the endorsement on such Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Registrar shall incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

(f) Persons Deemed Owners. The District and the Registrar may treat the person in whose name any Bond is at any time registered in the bond register as the absolute owner of such Bond, whether such Bond shall be overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on such Bond and for all other purposes, and all such payments so made to any such registered owner or upon

the owner's order shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

(g) Taxes, Fees and Charges. For every transfer or exchange of Bonds, the Registrar may impose a charge upon the owner thereof sufficient to reimburse the Registrar for any tax, fee or other governmental charge required to be paid with respect to such transfer or exchange.

(h) Mutilated, Lost, Stolen or Destroyed Bonds. In case any Bond shall become mutilated or be destroyed, stolen or lost, the Registrar shall deliver a new Bond of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of any such mutilated Bond or in lieu of and in substitution for any such Bond destroyed, stolen or lost, upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Bond destroyed, stolen or lost, upon filing with the Registrar of evidence satisfactory to it that such Bond was destroyed, stolen or lost, and of the ownership thereof, and upon furnishing to the Registrar of an appropriate bond or indemnity in form, substance and amount satisfactory to it, in which both the District and the Registrar shall be named as obligees. All Bonds so surrendered to the Registrar shall be canceled by it and evidence of such cancellation shall be given to the District. If the mutilated, destroyed, stolen or lost Bond has already matured or been called for redemption in accordance with its terms it shall not be necessary to issue a new Bond prior to payment.

(i) Authenticating Agent. The Registrar is hereby designated authenticating agent for the Bonds, within the meaning of Minnesota Statutes, Section 475.55, Subdivision 1, as amended.

(j) Valid Obligations. All Bonds issued upon any transfer or exchange of Bonds shall be the valid obligations of the District, evidencing the same debt, and entitled to the same benefits under this resolution as the Bonds surrendered upon such transfer or exchange.

2.07. Execution; Authentication and Delivery. The Bonds shall be prepared under the direction of the Clerk and shall be executed on behalf of the District by the signatures of the Chairperson and the Clerk, provided that all signatures may be printed, engraved, or lithographed facsimiles of the originals. In case any officer whose signature, or a facsimile of whose signature, shall appear on the Bonds shall cease to be such officer before the delivery of any Bond, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Notwithstanding such execution, no Bond shall be valid or obligatory for any purpose or entitled to any security or benefit under this resolution unless and until a certificate of authentication on such Bond has been duly executed by the manual signature of the Registrar. The executed certificate of authentication on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution. When the Bonds have been so delivered and authenticated, they shall be delivered by the Clerk to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser shall not be obligated to see to the application of the purchase price.

2.08. Securities Depository. (a) For purposes of this section the following terms shall have the following meanings:

“Beneficial Owner” shall mean, whenever used with respect to a Bond, the person in whose name such Bond is recorded as the beneficial owner of such Bond by a Participant on the records of such Participant, or such person’s subrogee.

“Cede & Co.” shall mean Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Bonds.

“DTC” shall mean The Depository Trust Company of New York, New York.

“Participant” shall mean any broker-dealer, bank or other financial institution for which DTC holds Bonds as securities depository.

“Representation Letter” shall mean the Representation Letter pursuant to which the District agrees to comply with DTC’s Operational Arrangements.

(b) The Bonds shall be initially issued as separately authenticated fully registered bonds, and one Bond shall be issued in the principal amount of each stated maturity of the Bonds. Upon initial issuance, the ownership of such Bonds shall be registered in the bond register in the name of Cede & Co., as nominee of DTC. The Registrar and the District may treat DTC (or its nominee) as the sole and exclusive owner of the Bonds registered in its name for the purposes of payment of the principal of or interest on the Bonds, selecting the Bonds or portions thereof to be redeemed, if any, giving any notice permitted or required to be given to registered owners of Bonds under this resolution, registering the transfer of Bonds, and for all other purposes whatsoever; and neither the Registrar nor the District shall be affected by any notice to the contrary. Neither the Registrar nor the District shall have any responsibility or obligation to any Participant, any person claiming a beneficial ownership interest in the Bonds under or through DTC or any Participant, or any other person which is not shown on the bond register as being a registered owner of any Bonds, with respect to the accuracy of any records maintained by DTC or any Participant, with respect to the payment by DTC or any Participant of any amount with respect to the principal of or interest on the Bonds, with respect to any notice which is permitted or required to be given to owners of Bonds under this resolution, with respect to the selection by DTC or any Participant of any person to receive payment in the event of a partial redemption of the Bonds, or with respect to any consent given or other action taken by DTC as registered owner of the Bonds. So long as any Bond is registered in the name of Cede & Co., as nominee of DTC, the Registrar shall pay all principal of and interest on such Bond, and shall give all notices with respect to such Bond, only to Cede & Co. in accordance with DTC’s Operational Arrangements, and all such payments shall be valid and effective to fully satisfy and discharge the District’s obligations with respect to the principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than DTC shall receive an authenticated Bond for each separate stated maturity evidencing the obligation of the District to make payments of principal and interest. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the Bonds will be transferable to such new nominee in accordance with paragraph (e) hereof.

(c) In the event the District determines that it is in the best interest of the Beneficial Owners that they be able to obtain Bonds in the form of bond certificates, the District may notify DTC and the Registrar, whereupon DTC shall notify the Participants of the availability through DTC of Bonds in the form of certificates. In such event, the Bonds will be transferable in accordance with paragraph (e) hereof. DTC may determine to discontinue providing its services with respect to the Bonds at any time by giving notice to the District and the Registrar and discharging its responsibilities with respect thereto under applicable law. In such event the Bonds will be transferable in accordance with paragraph (e) hereof.

(d) The execution and delivery of the Representation Letter to DTC by the Chairperson or Clerk, if not previously filed, or if required to be re-filed with DTC, is hereby authorized and directed.

(e) In the event that any transfer or exchange of Bonds is permitted under paragraph (b) or (c) hereof, such transfer or exchange shall be accomplished upon receipt by the Registrar of the Bonds to be transferred or exchanged and appropriate instruments of transfer to the permitted transferee in accordance with the provisions of this resolution. In the event Bonds in the form of certificates are issued to owners other than Cede & Co., its successor as nominee for DTC as owner of all the Bonds, or another securities depository as owner of all the Bonds, the provisions of this resolution shall also apply to all matters relating thereto, including, without limitation, the printing of such Bonds in the form of bond certificates and the method of payment of principal of and interest on such Bonds in the form of bond certificates.

SECTION 3. FORM OF BONDS. The Bonds shall be prepared in substantially the form found at EXHIBIT A hereto.

SECTION 4. USE OF PROCEEDS.

4.01. General Obligation School Building Bonds, Series 2023A Construction Fund. There is hereby established on the official books and records of the District a General Obligation School Building Bonds, Series 2023A Construction Fund (the Construction Fund), and the District shall continue to maintain the Construction Fund until payment of all costs and expenses incurred in connection with the Projects financed by the Bonds have been paid. To the Construction Fund there shall be credited from the proceeds of the Bonds an amount equal to the estimated construction costs and expenses of the Projects and from the Construction Fund there shall be paid all such construction costs and expenses. After payment of all such construction costs and expenses, the Construction Fund shall be discontinued and any Bond proceeds remaining therein shall be credited to the Debt Service Fund established by Section 4.02 hereof. All proceeds of the Bonds deposited in the Construction Fund will be expended solely for the payment of the costs and expenses of the Projects as required pursuant to Minnesota Statutes, Section 475.58, Subdivision 4.

4.02. General Obligation School Building Bonds, Series 2023A Debt Service Fund. So long as any of the Bonds are outstanding and any principal of or interest thereon unpaid, the District shall maintain a separate debt service fund on the official books and records of the District to be known as the General Obligation School Building Bonds, Series 2023A Debt Service Fund (the Debt Service Fund), which the District agrees to maintain until the Bonds have been paid in full,

and the principal of and interest on the Bonds shall be payable from the Debt Service Fund. The moneys on hand in the Debt Service Fund from time to time shall be used only to pay the principal of and interest on the Bonds. The District irrevocably appropriates to the Debt Service Fund: (a) any funds received from the Purchaser upon delivery of the Bonds in excess of (i) the amount required by Section 4.01 above to be credited to the Construction Fund and (ii) the amount required by Section 7.04 hereof to be set aside for payment of the costs of issuance of the Bonds; (b) the amounts specified in Section 4.01 above, after payment of all costs and expenses of the Projects; (c) all taxes levied and collected in accordance with this resolution or any additional resolutions of the Board; and (d) all other moneys as shall be appropriated by the Board to the Debt Service Fund from time to time. If any payment of principal of and interest on the Bonds shall become due when there is not sufficient money in the Debt Service Fund to make such payment, the Clerk shall pay the same from any other available fund of the District, and such other fund shall be reimbursed for such advances out of the proceeds of the taxes levied for the payment of the Bonds when available.

4.03. Tax Levies. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing power of the District shall be and are hereby irrevocably pledged. To provide moneys for the payment of principal of and interest on the Bonds as required by Minnesota Statutes, Section 475.61, Subdivision 1, there is hereby levied on all taxable property in the District a direct, annual ad valorem tax which shall be spread upon the tax rolls for collection in the years and amounts as follows, as a part of other general taxes of the District, as follows:

<u>Levy Years</u>	<u>Collection Years</u>	<u>Amount</u>
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(See attached levy computation)

The taxes shall be irrevocable as long as any of the Bonds are outstanding and unpaid; provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61. It is estimated that the ad valorem taxes will be collected in amounts not less than five percent in excess of the annual principal and interest requirements of the Bonds. If, as of the date tax levies are certified in any year, the sum of the balance in the Debt Service Fund plus any ad valorem taxes theretofore levied for the payment of Bonds payable therefrom and collectible through the end of the following calendar year is not sufficient to pay when due all principal and interest to become due on all Bonds payable therefrom in said following calendar year, or the Debt Service Fund has incurred a deficiency in the manner provided in Section 4.02, an additional direct, irrevocable, ad valorem tax shall be levied on all taxable property within the corporate limits of the District for the purpose of restoring such accumulated or anticipated deficiency in accordance with the provisions of this resolution.

4.04. Debt Service Fund Balance Restriction. In order to ensure compliance with the Internal Revenue Code of 1986 (the Code), and applicable Treasury Regulations (the Regulations), upon allocation of any funds to the Debt Service Fund, the balance then on hand in the Fund shall be ascertained. If it exceeds the amount of principal and interest on the Bonds to become due and payable through February 1 next following, plus a reasonable carryover equal to 1/12th of the debt service due in the following bond year, the excess shall (unless an opinion is otherwise received

from bond counsel) be used to prepay or purchase Bonds, or invested at a yield which does not exceed the yield on the Bonds calculated in accordance with Section 148 of the Code.

SECTION 5. DEFEASANCE. When all of the Bonds have been discharged as provided in this section, all pledges, covenants and other rights granted by this resolution to the registered owners of the Bonds shall cease. The District may discharge its obligations with respect to any Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full; or, if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued from the due date to the date of such deposit. The District may also discharge its obligations with respect to any prepayable Bonds called for redemption on any date when they are prepayable according to their terms, by depositing with the Registrar on or before that date an amount equal to the principal, interest and redemption premium, if any, which are then due, provided that notice of such redemption has been duly given as provided herein. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a bank or trust company qualified by law as an escrow agent for this purpose, cash or securities which are authorized by law to be so deposited, bearing interest payable at such time and at such rates and maturing or callable at the holder's option on such dates as shall be required to pay all principal and interest to become due thereon to maturity or earlier designated redemption date. Provided, however, that if such deposit is made more than ninety days before the maturity date or specified redemption date of the Bonds to be discharged, the District shall have received a written opinion of Bond Counsel to the effect that such deposit does not adversely affect the exemption of interest on any Bonds from federal income taxation and a written report of an accountant or investment banking firm verifying that the deposit is sufficient to pay when due all of the principal and interest on the Bonds to be discharged on and before their maturity dates or earlier designated redemption date.

SECTION 6. TAX COVENANTS, ARBITRAGE MATTERS, REIMBURSEMENT AND CONTINUING DISCLOSURE.

6.01. Restrictive Action. The Projects will be owned and maintained by the District and used to carry out its program of public education. The District shall not enter into any lease, management agreement, use agreement or other contract with any nongovernmental entity relating to the Projects or a portion thereof which would cause the Bonds to be considered "private activity bonds" or "private loan bonds" pursuant to the provisions of Section 141 of the Code. The District covenants and agrees with the registered owners of the Bonds that it will not take or permit to be taken by any of its officers, employees or agents any actions that would cause interest on the Bonds to become includable in gross income of the recipient under the Code and applicable Regulations and covenants to take any and all actions within its powers to ensure that the interest on the Bonds will not become includable in gross income of the recipient under the Code and the Regulations.

6.02. Arbitrage Certification. The Chairperson and Clerk being the officers of the District charged with the responsibility for issuing the Bonds pursuant to this resolution, are authorized and directed to execute and deliver to the Purchaser a certificate in accordance with the provisions of Section 148 of the Code and applicable Regulations stating the facts, estimates and circumstances in existence on the date of issue and delivery of the Bonds which make it reasonable

to expect that the proceeds of the Bonds will not be used in a manner that would cause the Bonds to be “arbitrage bonds” within the meaning of the Code and the Regulations.

6.03. Arbitrage Rebate. The District acknowledges that the Bonds are subject to the rebate requirements of Section 148(f) of the Code. The District covenants and agrees to retain such records, make such determinations, file such reports and documents and pay such amounts at such times as are required under Section 148(f) and applicable Regulations to preserve the exclusion of interest on the Bonds from gross income for federal income tax purposes, unless the Bonds qualify for an exception from the rebate requirement pursuant to one of the spending exceptions set forth in Section 1.148-7 of the Regulations and no “gross proceeds” of the Bonds (other than amounts constituting a “bona fide debt service fund”) arise during or after the expenditure of the original proceeds thereof.

6.04. Not Qualified Tax-Exempt Obligations. The Bonds are not designated as “qualified tax-exempt obligations” for purposes of Section 265(b)(3) of the Code relating to the disallowance of interest expense for financial institutions.

6.05. Reimbursement. The District certifies that the proceeds of the Bonds will not be used by the District to reimburse itself for any expenditure with respect to the Projects which the District paid or will have paid more than 60 days prior to the issuance of the Bonds unless, with respect to such prior expenditures, the District shall have made a declaration of official intent which complies with the provisions of Section 1.150-2 of the Regulations; provided that this certification shall not apply (i) with respect to certain de minimis expenditures, if any, with respect to the Projects meeting the requirements of Section 1.150-2(f)(1) of the Regulations, or (ii) with respect to “preliminary expenditures” for the Projects as defined in Section 1.150-2(f)(2) of the Regulations, including engineering or architectural expenses and similar preparatory expenses, which in the aggregate do not exceed 20% of the “issue price” of the Bonds.

6.06. Continuing Disclosure. (a) Purpose and Beneficiaries. To provide for the public availability of certain information relating to the Bonds and the security therefor and to permit the Purchaser and other participating underwriters in the primary offering of the Bonds to comply with amendments to Rule 15c2-12 promulgated by the SEC under the Securities Exchange Act of 1934 (17 C.F.R. § 240.15c2-12), relating to continuing disclosure (as in effect and interpreted from time to time, the Rule), which will enhance the marketability of the Bonds, the District hereby makes the following covenants and agreements for the benefit of the Owners (as hereinafter defined) from time to time of the outstanding Bonds. The District is the only obligated person in respect of the Bonds within the meaning of the Rule for purposes of identifying the entities in respect of which continuing disclosure must be made. If the District fails to comply with any provisions of this section, any person aggrieved thereby, including the Owners of any outstanding Bonds, may take whatever action at law or in equity may appear necessary or appropriate to enforce performance and observance of any agreement or covenant contained in this section, including an action for a writ of mandamus or specific performance. Direct, indirect, consequential and punitive damages shall not be recoverable for any default hereunder to the extent permitted by law. Notwithstanding anything to the contrary contained herein, in no event shall a default under this section constitute a default under the Bonds or under any other provision of this resolution. As used in this section, Owner or Bondowner means, in respect of a Bond, the registered owner or owners thereof appearing in the bond register maintained by the Registrar or any Beneficial Owner (as hereinafter

defined) thereof, if such Beneficial Owner provides to the Registrar evidence of such beneficial ownership in form and substance reasonably satisfactory to the Registrar. As used herein, Beneficial Owner means, in respect of a Bond, any person or entity which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, such Bond (including persons or entities holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of the Bond for federal income tax purposes.

(b) Information To Be Disclosed. The District will provide, in the manner set forth in subsection (c) hereof, either directly or indirectly through an agent designated by the District, the following information at the following times:

- (1) on or before twelve (12) months after the end of each fiscal year of the District, commencing with the fiscal year ending June 30, 2023, the following financial information and operating data in respect of the District (the Disclosure Information):
 - (A) the audited financial statements of the District for such fiscal year, prepared in accordance with generally accepted accounting principles in accordance with the governmental accounting standards promulgated by the Governmental Accounting Standards Board or as otherwise provided under Minnesota law, as in effect from time to time, or, if and to the extent such financial statements have not been prepared in accordance with such generally accepted accounting principles for reasons beyond the reasonable control of the District, noting the discrepancies therefrom and the effect thereof, and certified as to accuracy and completeness in all material respects by the fiscal officer of the District; and
 - (B) to the extent not included in the financial statements referred to in paragraph (A) hereof, the information for such fiscal year or for the period most recently available of the type contained in the Official Statement under the headings: Current Property Valuations; Direct Debt; Tax Levies and Collections; Student Body; and Employment/ Unemployment Data, which information may be unaudited.

Notwithstanding the foregoing paragraph, if the audited financial statements are not available by the date specified, the District shall provide on or before such date unaudited financial statements in the format required for the audited financial statements as part of the Disclosure Information and, within 10 days after the receipt thereof, the District shall provide the audited financial statements. Any or all of the Disclosure Information may be incorporated by reference, if it is updated as required hereby, from other documents, including official statements, which have been submitted to the Municipal Securities Rulemaking Board (the MSRB) through its Electronic Municipal Market Access System (EMMA) or the SEC. The District shall clearly identify in the Disclosure Information each document so incorporated by reference. If any part of the Disclosure Information can no longer be generated because the operations of the District have materially changed or been discontinued, such Disclosure Information need no longer be provided if the District includes in the Disclosure Information a statement to such effect; provided, however, if

such operations have been replaced by other District operations in respect of which data is not included in the Disclosure Information and the District determines that certain specified data regarding such replacement operations would be a Material Fact (as defined in paragraph (2) hereof), then, from and after such determination, the Disclosure Information shall include such additional specified data regarding the replacement operations. If the Disclosure Information is changed or this section is amended as permitted by this paragraph (b)(1) or subsection (d), then the District shall include in the next Disclosure Information to be delivered hereunder, to the extent necessary, an explanation of the reasons for the amendment and the effect of any change in the type of financial information or operating data provided.

- (2) In a timely manner, not in excess of 10 business days, to the MSRB through EMMA, notice of the occurrence of any of the following events (each a “Material Fact,” as hereinafter defined):
 - (A) principal and interest payment delinquencies;
 - (B) non-payment related defaults, if material;
 - (C) unscheduled draws on debt service reserves reflecting financial difficulties;
 - (D) unscheduled draws on credit enhancements reflecting financial difficulties;
 - (E) substitution of credit or liquidity providers, or their failure to perform;
 - (F) adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with respect to the tax status of the Bonds or other material events affecting the tax status of the Bonds;
 - (G) modifications to rights of Bond holders, if material;
 - (H) Bond calls, if material and tender offers;
 - (I) defeasances;
 - (J) release, substitution, or sale of property securing repayment of the Bonds if material;
 - (K) rating changes;
 - (L) bankruptcy, insolvency, receivership, or similar event of the obligated person;
 - (M) the consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
 - (N) appointment of a successor or additional trustee or the change of name of a trustee, if material;
 - (O) incurrence of a financial obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the obligated person, any of which affect security holders, if material; “financial obligation” means a (a) debt obligation; (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt

obligation; or (c) guarantee of a debt obligation or any such derivative instrument; provided that “financial obligation” shall not include municipal securities as to which a final official statement (as defined in the Rule) has been provided to the MSRB consistent with the Rule; and

- (P) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the obligated person, any of which reflect financial difficulties.

As used herein, for those events that must be reported if material, a “Material Fact” is a fact as to which a substantial likelihood exists that a reasonably prudent investor would attach importance thereto in deciding to buy, hold or sell a Bond or, if not disclosed, would significantly alter the total information otherwise available to an investor from the Official Statement, information disclosed hereunder or information generally available to the public. Notwithstanding the foregoing sentence, a Material Fact is also a fact that would be deemed material for purposes of the purchase, holding or sale of a Bond within the meaning of applicable federal securities laws, as interpreted at the time of discovery of the occurrence of the event.

For the purposes of the event identified in (L) hereinabove, the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

For purposes of the events identified in paragraphs (O) and (P) above, the term “financial obligation” means (i) a debt obligation; (ii) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) a guarantee of (i) or (ii). The term “financial obligation” shall not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule.

- (3) In a timely manner, to the MSRB through EMMA, notice of the occurrence of any of the following events or conditions:
 - (A) the failure of the District to provide the Disclosure Information required under paragraph (b)(1) at the time specified thereunder;
 - (B) the amendment or supplementing of this section pursuant to subsection (d), together with a copy of such amendment or supplement and any explanation provided by the District under subsection (d)(2);
 - (C) the termination of the obligations of the District under this section pursuant to subsection (d);
 - (D) any change in the accounting principles pursuant to which the financial statements constituting a portion of the Disclosure Information are prepared; and

(E) any change in the fiscal year of the District.

(c) Manner of Disclosure.

- (1) The District agrees to make available to the MSRB through EMMA, in an electronic format as prescribed by the MSRB, the information described in subsection (b).
- (2) All documents provided to the MSRB pursuant to this subsection (c) shall be accompanied by identifying information as prescribed by the MSRB from time to time.

(d) Term; Amendments; Interpretation.

- (1) The covenants of the District in this section shall remain in effect so long as any Bonds are outstanding. Notwithstanding the preceding sentence, however, the obligations of the District under this section shall terminate and be without further effect as of any date on which the District delivers to the Registrar an opinion of Bond Counsel to the effect that, because of legislative action or final judicial or administrative actions or proceedings, the failure of the District to comply with the requirements of this section will not cause participating underwriters in the primary offering of the Bonds to be in violation of the Rule or other applicable requirements of the Securities Exchange Act of 1934, as amended, or any statutes or laws successory thereto or amendatory thereof.
- (2) This section (and the form and requirements of the Disclosure Information) may be amended or supplemented by the District from time to time, without notice to (except as provided in paragraph (c)(2) hereof) or the consent of the Owners of any Bonds, by a resolution of this Board filed in the office of the recording officer of the District accompanied by an opinion of Bond Counsel, who may rely on certificates of the District and others and the opinion may be subject to customary qualifications, to the effect that: (i) such amendment or supplement (a) is made in connection with a change in circumstances that arises from a change in law or regulation or a change in the identity, nature or status of the District or the type of operations conducted by the District, or (b) is required by, or better complies with, the provisions of paragraph (b)(5) of the Rule; (ii) this section as so amended or supplemented would have complied with the requirements of paragraph (b)(5) of the Rule at the time of the primary offering of the Bonds, giving effect to any change in circumstances applicable under clause (i)(a) and assuming that the Rule as in effect and interpreted at the time of the amendment or supplement was in effect at the time of the primary offering; and (iii) such amendment or supplement does not materially impair the interests of the Bondowners under the Rule.

If the Disclosure Information is so amended, the District agrees to provide, contemporaneously with the effectiveness of such amendment, an explanation of

the reasons for the amendment and the effect, if any, of the change in the type of financial information or operating data being provided hereunder.

- (3) This section is entered into to comply with the continuing disclosure provisions of the Rule and should be construed so as to satisfy the requirements of paragraph (b)(5) of the Rule.

SECTION 7. CERTIFICATION OF PROCEEDINGS.

7.01. Filing with County Auditor. The Clerk is hereby authorized and directed to file with the County Auditor of St. Louis County a certified copy of this resolution together with such other information as the County Auditor shall require and to obtain from the County Auditor a certificate that the Bonds have been entered upon the bond register and that the tax for the payment of the Bonds has been levied as required by law.

7.02. Certification of Proceedings. The officers of the District and the County Auditor are hereby authorized and directed to prepare and furnish to the Purchaser and to Dorsey & Whitney LLP, Bond Counsel, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of the Bonds as they appear from the books and records under the officer's custody and control or as otherwise known to the them. All such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District to the correctness of all statements contained herein.

7.03. Official Statement. The Preliminary Official Statement relating to the Bonds prepared and distributed by Ehlers, is hereby approved. Ehlers is hereby authorized on behalf of the District to prepare and distribute to the Purchaser within seven business days from the date hereof, a Final Official Statement listing the offering price, the interest rates, selling compensation, delivery date, the underwriters and such other information relating to the Bonds required to be included in the Official Statement by Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934. The officers of the District are hereby authorized and directed to execute such certificates as may be appropriate concerning the accuracy, completeness and sufficiency of the Official Statement.

7.04. Authorization of Payment of Certain Costs of Issuance of the Bonds. The District authorizes the Purchaser to forward the amount of Bond proceeds allocable to the payment of issuance expenses Wells Fargo Bank, National Association on the closing date for further distribution as directed by Ehlers.

SECTION 8. STATE PAYMENT; DISTRICT AND REGISTRAR OBLIGATIONS. The District hereby covenants and obligates itself to notify the Commissioner of Education (the Commissioner) of any potential default in the payment of the principal of or interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 (the State Payment Law), to guarantee, to the extent permitted by law, payment of the principal of and interest on the Bonds

when due. The District further covenants to deposit with the Registrar not less than three business days prior to each February 1 and August 1 as set forth in Section 2.03 hereof, an amount sufficient to make that payment or to notify the Commissioner as provided in the State Payment Law that it will be unable to make all or a portion of such payment. The Registrar will notify the Commissioner if it becomes aware of a potential default in the payment of principal of and interest on the Bonds on any payment date or if, on the date two business days prior to the date on which a payment is due, there are insufficient funds on deposit with the Registrar to make the required payment on such date. The Registrar will cooperate with the District, the Commissioner and the Commissioner of Management and Budget in implementing the provisions of the State Payment Law. In the event that amounts sufficient to make any such interest or principal payment are held by an escrow or paying agent and invested as authorized by Minnesota Statutes, Chapter 475 and such escrow or paying agent is required to use proceeds from such investment to pay to the Registrar the amount necessary to pay such interest or principal on such payment date, then the requirements of the State Payment Law relating to the deposit of such amounts with the Registrar prior to the payment date of such interest or principal shall be deemed satisfied and neither the District nor the Registrar shall be required to notify the Commissioner that insufficient funds are available to pay such interest or principal on such payment date. The District shall do all other things which may be necessary to perform the Bonds hereby undertaken under the State Payment Law, including any requirements hereafter adopted by the Commissioner of Management and Budget or the Commissioner.

Upon vote being taken on the foregoing resolution, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted

Tax Levies

EXHIBIT A

UNITED STATES OF AMERICA

STATE OF MINNESOTA
ST. LOUIS COUNTY

INDEPENDENT SCHOOL DISTRICT NO. 2909 (ROCK RIDGE PUBLIC SCHOOLS)
GENERAL OBLIGATION SCHOOL BUILDING BOND, SERIES 2023A

R-1 \$ _____

<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Date of Original Issue</u>	<u>CUSIP No.</u>
___%	February 1, 20__	September 7, 2023	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: THOUSAND DOLLARS

INDEPENDENT SCHOOL DISTRICT NO. 2909 (Rock Ridge Public Schools), ST. LOUIS COUNTY, STATE OF MINNESOTA (the District), acknowledges itself to be indebted and for value received hereby promises to pay to the registered owner specified above, or registered assigns, the principal sum specified above on the maturity date specified above, and to pay interest thereon from the date of original issue specified above, or from the most recent interest payment date to which interest has been paid or duly provided for, at the annual rate specified above, payable on February 1 and August 1 in each year, commencing August 1, 2024, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month, all subject to the provisions referred to herein with respect to the redemption of the principal of this Bond prior to its stated maturity. The interest hereon and, upon presentation and surrender hereof at the principal office of the Registrar described below, the principal hereof, are payable in lawful money of the United States of America by check or draft drawn on Bond Trust Services Corporation, in Roseville, Minnesota, as bond registrar, transfer agent and paying agent, or its successor designated under the bond resolution described herein (the Registrar). For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the District have been and are hereby irrevocably pledged.

This Bond is one of an issue in the aggregate principal amount of \$13,570,000 (the Bonds), issued by the District to finance the acquisition and betterment of school sites and facilities, and is issued pursuant to and in full conformity with a resolution adopted by the School Board adopted on August 14, 2023 (the Bond Resolution), and authority conferred by more than the requisite majority vote of the qualified electors of the District voting on the question of its issuance at an election duly and legally called and held, and pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling, including Minnesota Statutes, Chapter 475. The Bonds are issuable only in fully registered form, in denominations of \$5,000 or any integral multiple thereof, of single maturities.

The Bonds maturing on and after February 1, 2033 are each subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and, within a maturity, by lot as selected by the Registrar in multiples of \$5,000, on February 1, 2032, and on any date

thereafter, at a price equal to the principal amount thereof plus interest accrued to the date of redemption. The District will cause notice of the call for redemption to be published as required by law and, at least thirty (30) days prior to the designated redemption date, will cause notice of the call thereof to be mailed by first class mail to the registered owner of any Bond to be redeemed at the owner's address as it appears on the bond register maintained by the Registrar, but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

[COMPLETE THE FOLLOWING PROVISIONS IF THERE ARE TERM BONDS-
ADD ADDITIONAL PROVISIONS IF THERE ARE MORE THAN TWO TERM BONDS]

[Bonds maturing in the year 20____ and 20____ shall be subject to mandatory redemption, at a redemption price equal to their principal amount plus interest accrued thereon to the redemption date, on February 1 in each of the years shown below, in an amount equal to the following principal amounts:

<u>Term Bonds Maturing in 20--</u>		<u>Term Bonds Maturing in 20--</u>	
<u>Sinking Fund Payment Date</u>	<u>Aggregate Principal Amount</u>	<u>Sinking Fund Payment Date</u>	<u>Aggregate Principal Amount</u>
	\$		\$

The Clerk shall cause notice of the call for redemption thereof to be published as required by law, and at least thirty days prior to the designated redemption date, shall cause notice of call for redemption to be mailed, by first class mail, to the registered holders of any Bonds to be redeemed at their addresses as they appear on the bond register described in Section 2.06 of the Bond Resolution, but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the owner without charge, representing the remaining principal amount outstanding.]

As provided in the Bond Resolution and subject to certain limitations set forth therein, this Bond is transferable upon the books of the District at the principal office of the Registrar, by the registered owner hereof in person or by the owner's attorney duly authorized in writing upon surrender hereof together with a written instrument of transfer satisfactory to the Registrar, duly executed by the registered owner or the owner's attorney, and may also be surrendered in exchange for Bonds of other authorized denominations. Upon such transfer or exchange, the District will cause a new Bond or Bonds to be issued in the name of the transferee or registered owner, of the same aggregate principal amount, bearing interest at the same rate and maturing on the same date, subject to reimbursement for any tax, fee or governmental charge required to be paid with respect to such transfer or exchange.

The District and the Registrar may deem and treat the person in whose name this Bond is registered as the absolute owner hereof, whether this Bond is overdue or not, for the purpose of receiving payment and for all other purposes, and neither the District nor the Registrar shall be affected by any notice to the contrary.

Notwithstanding any other provisions of this Bond, so long as this Bond is registered in the name of Cede & Co., as nominee of The Depository Trust Company, or in the name of any other nominee of The Depository Trust Company or other securities depository, the Registrar shall pay all principal of and interest on this Bond, and shall give all notices with respect to this Bond, only to Cede & Co. or other nominee in accordance with the operational arrangements of The Depository Trust Company or other securities depository as agreed to by the District.

IT IS HEREBY CERTIFIED, RECITED, COVENANTED AND AGREED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen, to exist and to be performed precedent to and in the issuance of this Bond in order to make it a valid and binding general obligation of the District according to its terms have been done, have happened, do exist and have been performed in regular and due form, time and manner as so required; that, prior to the issuance hereof, a direct, annual, ad valorem tax has been duly levied upon all taxable property in the District for the years and in amounts not less than five percent in excess of sums sufficient to pay the interest hereon and the principal hereof as the same respectively become due; that additional taxes, if needed to meet the principal and interest requirements of the Bonds, shall be levied upon all such property without limitation as to rate or amount; and that the issuance of the Bonds does not cause the indebtedness of the District to exceed any constitutional or statutory limitation of indebtedness.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been executed by the Registrar by manual signature of one of its authorized representatives.

IN WITNESS WHEREOF, Independent School District No. 2909 (Rock Ridge Public Schools), St. Louis County, State of Minnesota, by its School Board, has caused this Bond to be executed on its behalf by the facsimile signatures of the Chairperson and Clerk.

INDEPENDENT SCHOOL DISTRICT NO. 2909
(ROCK RIDGE PUBLIC SCHOOLS),
MINNESOTA

(Facsimile Signature – Chairperson)

(Facsimile Signature - Clerk)

CERTIFICATE OF AUTHENTICATION

This is one of the Bonds delivered pursuant to the Bond Resolution mentioned within.

Date of Authentication: _____

BOND TRUST SERVICES CORPORATION, as
Registrar

By _____
Authorized Representative

CERTIFICATE OF ST. LOUIS COUNTY AUDITOR
AS TO REGISTRATION OF BONDS AND TAX LEVY

The undersigned, being the duly qualified and acting County Auditor of St. Louis County, hereby certifies that there has been filed in my office a certified copy of a resolution duly adopted on August 14, 2023, by the School Board of Independent School District No. 2909 (Rock Ridge Public Schools), Minnesota, setting forth the form and details of an issue of \$13,570,000 General Obligation School Building Bonds, Series 2023A, dated as of September 7, 2023, and levying taxes for their payment.

I further certify that the issue has been entered on my bond register and the tax required by law for their payment has been levied and filed as required by Minnesota Statutes, Sections 475.61 to 475.63.

WITNESS my hand and official seal this _____ day of _____, 2023.

St. Louis County Auditor

(SEAL)



Fiscal Year (FY) 2025 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

General Information: Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2022, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2023. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
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Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2025 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2025 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2022]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2022]). ***The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – Must be signed by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
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FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/4/2023										
2909 <= Type in School District Number														
ROCK RIDGE PUBLIC SCHOOLS														
				Change only										
				if requiring levy										
				adjustments	Payable 2023									
<i>Calculations for Ten Year Projection</i>				Pay 23	LLC Certification	Current Estimate								
	LLC#	FY 2023	FY 2024	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	
1		Type your district number in cell A2 (Minneapolis = 1.2)												
2		Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b												
3		Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33												
4		Look-up data from following tabs												
5		Initial Formula Revenue												
6		Current year APU	57	2,521.00	2,533.53	2,489.55	2,489.55	2,489.55	2,489.55	2,489.55	2,489.55	2,489.55	2,489.55	2,489.55
6a		Additional Pre-K Pupil Units (line 19 of Pre-K application)												
6b		Total Adjusted Pupil Units = (6) + (6a)												
7		District average building age (uncapped)	401	79.33	79.33	15.00	16.00	17.00	18.00	19.00	20.00	21.00	22.00	23.00
8		Formula allowance		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00
9		Building age ratio = (Lesser of 1 or (7) / 35)	402	1.00000	0.42857	0.45714	0.48571	0.51429	0.54286	0.57143	0.60000	0.62857	0.65714	0.65714
10		Initial revenue = (6) * (8) * (9)	403	957,980	962,742	405,442	432,471	459,501	486,530	513,560	540,589	567,618	594,648	621,677
11		Added revenue for Eligible H&S Projects > \$100,000 / site												
12		Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702		-	-	-	-	-	-	-	-	-	-
13		Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756		-	-	-	-	-	-	-	-	-	-
14		Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)	701		-	-	-	-	-	-	-	-	-	-
15		Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)	755		-	-	-	-	-	-	-	-	-	-
16a		Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab			-	-	-	-	-	-	-	-	-	-
16b		New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue			-	-	-	-	-	-	-	-	-	-
17		Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)	767		-	-	-	-	-	-	-	-	-	-
18		Pay as you go revenue for eligible new H&S projects > \$100,000 / site	405		-	-	-	-	-	-	-	-	-	-
19		Total additional revenue for eligible H&S projects > \$100,000 / site (12) - (13) + (14) - (15) + (17) + (18)	406		-	-	-	-	-	-	-	-	-	-
		Added revenue for Pre-K remodeling (for VPK approvals only)												
20a		Net debt service for bonds approved for Pre-K remodeling	768		-	-	-	-	-	-	-	-	-	-
20b		Pay as you go for projects approved for Pre-K remodeling	407		-	-	-	-	-	-	-	-	-	-
20c		Total Pre-K revenue			-	-	-	-	-	-	-	-	-	-
20d		Total New Law Revenue (10) + (19) + (20c)	408		962,742	405,442	432,471	459,501	486,530	513,560	540,589	567,618	594,648	621,677

FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/4/2023										
2909 <= Type in School District Number														
ROCK RIDGE PUBLIC SCHOOLS														
Change only if requiring levy adjustments				Payable 2023 LLC Certification	Current Estimate									
<i>Calculations for Ten Year Projection</i>				Pay 23										
	LLC#	FY 2023	FY 2024	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	
Old Formula revenue														
21		409	-	-	-	-	-	-	-	-	-	-	-	
Old formula Health & Safety revenue (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2025)														
22		701	-	-	-	-	-	-	-	-	-	-	-	
Old formula alt facilities debt revenue (1A) - gross before debt excess														
23			-	-	-	-	-	-	-	-	-	-	-	
Debt Excess allocated to line 22														
24		765	-	-	-	-	-	-	-	-	-	-	-	
Old formula alt facilities debt revenue (1A) - debt excess														
25		766	-	-	-	-	-	-	-	-	-	-	-	
Old formula alt facilities net debt revenue (1B) = (12) - (13)														
26		410	-	-	-	-	-	-	-	-	-	-	-	
Old formula alt facilities pay as you go revenue (1A)														
26b (18)		411	-	-	-	-	-	-	-	-	-	-	-	
Pay-as-you-go revenue for H&S projects over \$100,000 per site														
27		413	-	-	-	-	-	-	-	-	-	-	-	
Old formula alt facilities pay as you go revenue (1B) > \$500,000 (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2024)														
27a		767	-	-	-	-	-	-	-	-	-	-	-	
LTFM "H&S >100K per site" bonds														
27b		769	-	-	-	-	-	-	-	-	-	-	-	
LTFM "other" bonds for 1A hold harmless														
28		416	-	162,146	68,285	72,837	77,390	81,942	86,494	91,047	95,599	100,151	104,704	
Old formula deferred maintenance revenue = (if (22) + (26) = 0, (10) * (\$64 / formula allowance))														
29		417	161,344	162,146	68,285	72,837	77,390	81,942	86,494	91,047	95,599	100,151	104,704	
Total old formula revenue = (21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28)														
30		418	957,980	962,742	405,442	432,471	459,501	486,530	513,560	540,589	567,618	594,648	621,677	
Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]														
31		419	-	-	-	-	-	-	-	-	-	-	-	
District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number														
32		420	957,980	962,742	405,442	432,471	459,501	486,530	513,560	540,589	567,618	594,648	621,677	
District LTFM Revenue (30) - (31)														
33		421	-	-	-	-	-	-	-	-	-	-	-	
LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)														
34		422	957,980	962,742	405,442	432,471	459,501	486,530	513,560	540,589	567,618	594,648	621,677	
Grand Total LTFM Revenue (32) + (33)														
Aid and Levy Shares of Total Revenue														
35		35	14,215,129	14,215,129	16,838,418	17,511,954	18,212,432	18,940,930	19,698,567	20,486,510	21,305,970	22,158,209	23,044,537	
For ANTC & APU, three year prior date														
36		54	2,771.39	2,771.39	2,684.82	2,582.37	2,533.53	2,489.55	2,489.55	2,489.55	2,489.55	2,489.55	2,489.55	
Three year prior Ag Modified ANTC														
37		424	5,129.24	5,129.24	6,271.72	6,781.36	7,188.56	7,608.16	7,912.49	8,228.99	8,558.15	8,900.47	9,256.49	
Three year prior Adjusted PU (New Weights)														
38		425	10,412.94	10,412.94	12,182.56	13,566.31	14,441.54	15,019.00	15,620.00	16,245.00	16,895.00	17,571.00	18,274.00	
ANTC / APU = (36) / (37)														
39		426	12,807.92	12,807.92	14,984.55	16,686.56	17,763.09	18,473.37	19,212.60	19,981.35	20,780.85	21,612.33	22,477.02	
State average ANTC / APU with ag value adjustment														
40		427	40.04%	40.05%	41.85%	40.64%	40.47%	41.18%	41.18%	41.18%	41.18%	41.18%	41.18%	
Equalizing Factor = 123% of (39)														
41		428	59.96%	59.95%	58.15%	59.36%	59.53%	58.82%	58.82%	58.82%	58.82%	58.82%	58.82%	
Local (levy) share of Equalized Revenue (lesser of 1 or (38) / (40))														
42		429	957,980	962,742	405,442	432,471	459,501	486,530	513,560	540,589	567,618	594,648	621,677	
State (aid) share of Equalized Revenue (1 - (41))														
43		432	574,359	577,189	235,746	256,716	273,545	286,155	302,056	317,956	333,857	349,758	365,658	
Equalized Revenue (lesser of (34) or (6) * (8))														
44		431	-	-	-	-	-	-	-	-	-	-	-	
Initial LTFM State Aid (42) * (43)														
45		432	-	-	-	-	-	-	-	-	-	-	-	
Old formula Grandfathered Alternative Facilities Aid														
46		435	383,621	385,553	169,696	175,755	185,956	200,375	211,504	222,633	233,762	244,890	256,019	
Total LTFM State Aid (Greater of (44) or (45))														
47		435	383,621	385,553	169,696	175,755	185,956	200,375	211,504	222,633	233,762	244,890	256,019	
Total LTFM Levy (34) - (46) (including coop/intermediate)														
Debt Service Portion of Revenue (non-grandfather districts)														
48		765+766+767+768	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24)														
49		769	-	-	-	-	-	-	-	-	-	-	-	
Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab														
50b			-	-	-	-	-	-	-	-	-	-	-	
New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05														
51		770	-	-	-	-	-	-	-	-	-	-	-	
Total Debt Service Revenue = (49) + (50) + (50b)														
52		436	-	-	-	-	-	-	-	-	-	-	-	
Equalized debt Service Revenue (lesser of (43) or (51))														
53		438	-	-	-	-	-	-	-	-	-	-	-	
Debt Service Aid = (52) * (42)														
54		439	-	-	-	-	-	-	-	-	-	-	-	
Equalized Debt Service Levy = (52) - (53)														
55		440	-	-	-	-	-	-	-	-	-	-	-	
Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))														
General Fund Portion of Revenue (non-grandfather districts)														
56		441	-	962,742	405,442	432,471	459,501	486,530	513,560	540,589	567,618	594,648	621,677	
Total General Fund Revenue = (34) - (51)														
57		442	-	962,742	405,442	432,471	459,501	486,530	513,560	540,589	567,618	594,648	621,677	
General Fund Equalized Revenue = (43) - (52)														
58		443	-	577,189	235,746	256,716	273,545	286,155	302,056	317,956	333,857	349,758	365,658	
Total General Fund Aid = (46) - (53)														
59		444	-	385,553	169,696	175,755	185,956	200,375	211,504	222,633	233,762	244,890	256,019	
General Fund Equalized Levy = (58) * (41)														
60		445	-	0	-	-	-	-	-	-	-	-	-	
General Fund Unequalized Levy = (57) - (58)														
61		446	-	385,553	169,696	175,755	185,956	200,375	211,504	222,633	233,762	244,890	256,019	
Total General Fund Levy = (60) + (61)														

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Projects Only		ED - 02478-09				
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Stated.										
District Info.		Enter Information								
District Name:	Rock Ridge Public Schools									
District Number:	2909-01									
District Contact Name:	Spencer Aune, Business Manager									
Contact Phone #	218-742-3941									
Expenditure Categories										
		2031		2032		2033				
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.										
Finance Code		Category (1)								
347	Physical Hazards						\$10,000	\$10,000	\$10,000	
349	Other Hazardous Materials						\$0	\$0	\$0	
352	Environmental Health and Safety Management						\$15,000	\$15,000	\$15,000	
358	Asbestos Removal and Encapsulation						\$3,000	\$3,000	\$3,000	
363	Fire Safety						\$25,000	\$25,000	\$25,000	
366	Indoor Air Quality						\$7,000	\$7,000	\$7,000	
		Total Health and Safety Capital Projects						\$60,000	\$60,000	\$60,000
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year										
Finance Code		Category (2)								
358	Asbestos Removal and Encapsulation						\$0	\$0	\$0	
363	Fire Safety						\$0	\$0	\$0	
366	Indoor Air Quality						\$0	\$0	\$0	
		Total Health and Safety Capital Projects \$100,000 or More						\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151										
Finance Code		Category 3 (a)								
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.						\$0	\$0	\$0	
		Total Remodeling for Approved Voluntary Pre-K Projects						\$0	\$0	\$0
Remodeling for Gender-Neutral Single-User Restrooms										
Finance Code		Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025								
UFARS Coding Pending	Remodeling for gender-neutral single user restroom per site.						\$0	\$0	\$0	
		Total Remodeling for Gender-Neutral Single User Projects						\$0	\$0	\$0
Accessibility										
Finance Code		Category (4)								
367	Accessibility						\$0	\$0	\$0	
		Total Accessibility Projects						\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects										
Finance Code		Category (5)								
368	Building Envelope						\$50,000	\$50,000	\$50,000	
369	Building Hardware and Equipment						\$50,000	\$50,000	\$50,000	
370	Electrical						\$15,000	\$15,000	\$15,000	
379	Interior Surfaces						\$0	\$0	\$0	
380	Mechanical Systems						\$5,000	\$5,000	\$5,000	
381	Plumbing						\$5,000	\$5,000	\$5,000	
382	Professional Services and Salary						\$0	\$0	\$0	
383	Roof Systems						\$0	\$200,000	\$200,000	
384	Site Projects						\$50,000	\$0	\$0	
		Total Deferred Capital Expense and Maintenance						\$175,000	\$325,000	\$325,000
		Total Annual 10-Year Plan Expenditures						\$235,000	\$385,000	\$385,000
Fund Balance Section										
Fund 01										
		Beginning Fund Balance 01-467-XX						\$2,280,688	\$2,613,307	\$2,822,954
		LTFM Fiscal Year Revenue - Levy						\$233,762	\$244,890	\$256,019
		LTFM Fiscal Year Revenue - AID if Applicable						\$333,857	\$349,758	\$365,658
		LTFM Fiscal Year Revenue Other						\$0	\$0	\$0
		LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)						\$0	\$0	\$0
		LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)						\$0	\$0	\$0
		LTFM Transfer OUT if applicable - Special Legislation						\$0	\$0	\$0
		LTFM Estimated Fiscal Year Expenditures						\$235,000	\$385,000	\$385,000
		Ending Fiscal Year Fund Balance 01-467-XX						\$2,613,307	\$2,822,954	\$3,059,632
Fund 06										
		Beginning Fund Balance 06-467-XX						\$0	\$0	\$0
		LTFM Fiscal Year Bonded Revenue						\$0	\$0	\$0
		LTFM Fiscal Year Revenue Other						\$0	\$0	\$0
		LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)						\$0	\$0	\$0
		LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)						\$0	\$0	\$0
		Other Transfers						\$0	\$0	\$0
		LTFM Estimated Fiscal Year Expenditures						\$0	\$0	\$0
		Ending Fiscal Year Fund Balance 06-467-XX						\$0	\$0	\$0

Bob Voss
Transportation Director

Transportation Phone: 742-3969
E-mail: bob.voss@rrps.org

July 12, 2023

To: Dr. Noel Schmidt & Rock Ridge School Board

From: Bob Voss
Transportation Director

RE: Recommendation for Bus Purchase for School Year 2023-2024

Dr. Schmidt & Board Members,

I have compiled pricing for two 77 passenger conventional school buses and two 71 passenger conventional school buses through the Minnesota State Cooperative Purchasing Program. The district has purchased buses from this cooperative program for many years. I have taken into account purchase price, trade in value, brand and warranty as well as accessibility to service. Taxes due at the time of purchase are estimates. There are also licensing fees not reflected in this request. We would be trading two buses located in Virginia and two buses located in Eveleth/Gilbert. All of these new buses will replace buses at the end of their life cycle.

Company	Base Price	Tax (est.)	Trade	Total
Hoglund Bus Co.				
	\$123,467.00	\$8,025.36	-\$1,000.00	\$130,492.36
Two Unit Total 77 passenger				\$260,984.72
	\$122,351.00	\$7,952.82	-\$750.00	\$129,553.82
Two Unit Total 71 passenger				\$259,107.64
Grand Total				\$520,092.36
I State Truck				
	\$124,983.50	\$8,123.93	-\$2,500.00	\$130,607.43
Two Unit Total 77 passenger				\$261,214.86
	\$121,766.50	\$7,914.82	-\$2,500.00	\$127,181.32
Two Unit Total 71 Passenger				\$254,362.64
Grand Total				\$515,577.50

These quotes were provided in early March and are still valid. Just so you are aware, beginning July 1, 2023, there was an increase in sales tax from 6.5% to 6.875%. All of these buses would not be delivered for at least one year from the date of order.

I am recommending that we purchase two 77 passenger buses from Hoglund Bus for the amount of \$260,948.72 and two 71 passenger buses from I State Truck for the amount of \$254,362.64.

I presented this Recommendation to the Building, Grounds & Transportation Committee on July 10, 2023. They requested that I present this recommendation to the Rock Ridge School Board and that funding sources for this purchase would be 50% from the capital fund and 50% from the general fund.

Please let me know if you have any other questions.

Respectfully,

Bob Voss
Transportation Director

Rock Ridge High School

23-24 STUDENT HANDBOOK

Mark Winter, Principal

Todd Griepentrog, Assistant Principal

Kevin Nettleton, Dean of Students

Rock Ridge High School 218-735-3550



WE SEE

*An educational environment designed to inspire passion and joy for everyone

*Collaborative educational experiences with immediate real-world applications

*Meaningful integration of community professionals into the daily education of students

*Adaptable learning spaces that will continually meet the needs of an ever-changing world

INTRODUCTION

The student handbook should be used as a source of regulations, policies, and information for the student while attending 7-12 Rock Ridge Public Schools. Students should read the student handbook carefully, review it with their parents/guardians and keep it as a reference. The administration reviews the rules and procedures each year, making them relevant to protecting the rights of all students and allowing the school to function in a safe environment. Students are responsible for knowing and following the rules, regulations, policies, and procedures contained in the student handbook. The handbook will be sent home electronically to families at the start of the school year. It is expected that the parent/guardian review the high school student handbook and acknowledge the rules, regulations, policies and procedures as stated. Any questions or concerns should be addressed to school administration.

The Rock Ridge Public School District will continue with an educational plan designed to develop students' educational and social skills as well as a better understanding of responsibility, respect and resourcefulness. The educational plan includes behavior expectations, achievement expectations, student self-management, and student social skills. The purpose of the plan is for the staff to work together to raise the quality of work done by students, and enhance the attitude of both students and teachers towards school and learning. The total education system teaches students such outcomes as self-discipline, self-management, respect, responsibility, planning, organization, persistence, tact, courtesy and coping skills. The education plan has had an impact on the rules and procedures that are written in this handbook.

This handbook is not intended to represent a complete description of all district policies. A detailed description of all policies adopted by ISD 2909 is accessible on the main website. (www.rrps.org). A printed copy is available upon request. This handbook may be changed or amended during the school year. Changes will be posted in the office of the Principal and relayed to the students by means of the Daily Bulletin. Any questions on the policies herein should be addressed to the administration.

- Section 1: [Helpful Links to District Information](#)
- Section 2: [General Information](#)
- Section 3: [Academic Information](#)
- Section 4: [Attendance Information](#)
- Section 5: [Rules & Discipline Information](#)
- Section 6: [Sports & Student Activities](#)
- Section 7: [School Board Policy Links & Required Inclusions](#)

LINKS TO DISTRICT INFORMATION

All school information can be found on the district website: www.rrps.org

Parents and students are encouraged to click on the **green** online links prior to contacting the school with questions.

[Activity, Athletic, and Event Schedules](#)

[Bell Schedule](#)

[Parent Portal in PowerSchool](#)

[Schoolology](#)

[Lunch Menus & Food Service Information](#)

[Staff Emails](#)

GENERAL INFORMATION

Accidents

Students involved in an injury of any kind on campus must report the accident to the teacher in charge immediately. The student will be referred to the main office or nurse's office as soon as possible to complete the proper forms. Tardiness in reporting an accident makes it difficult to record the circumstances accurately.

Address or Telephone Change

A change in a student's address or phone number should be reported to the high school office. This is necessary for keeping school records accurate, for school mailings, and for emergencies.

Age of Majority/18 Year Old Students

Students 18 years of age or older must comply with the same rules and regulations as younger students according to State Statute M.S. 120.06 unless it has been determined by the school and the student's legal parents/guardians that the student is to be treated as an "independent student". Once a student is deemed independent, the parent/guardian no longer has access to educationally relevant information including attendance, behavior, and academics. They may not write their own notes or excuses if they are living in the parental home. Families are cautioned in providing the independent status.

Appointments with School Personnel

Anyone desiring a conference with a staff member or a conversation regarding the progress of their son/ daughter should contact the instructor. Contact information can be located by clicking on the link included above.

Background Checks for Employees and Volunteers

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district and for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Parents/guardians are welcome in the schools and are encouraged to volunteer in their children's classrooms. In most instances, volunteers will be required to have a background check on file with the school district prior to volunteering or visiting a classroom. Please be advised that COVID 19 may limit visitors and volunteers. Always call the day prior to make an appointment if you would like to visit the school.

Building Hours

Building Hours: 7:30AM-4:00PM

Visitors are welcome in our school. All visitors must enter door #1 and register in the school office to obtain a visitor badge. The practice of casual student visits is not allowed. Students wishing to tour the school must make prior arrangements through the principal's office.

Students will use multiple doors to enter the building before school, but students arriving after 8:10 am will be required to be buzzed in to the building at Door #1. After school is released at 3:00, students should be in their assigned location or out of the building by 3:10 PM.

Concerns & Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral and should follow the appropriate chain of command, as appropriate. Questions, concerns, or complaints should be directed first to the teacher or coach.

Copy Machines

The copy machines are provided for the instructional staff. Students are not to use the copy machines.

Counseling & Guidance

Counseling services are available to all students. The counselor is prepared to assist students and parents/guardians who have concerns about vocational or educational plans in high school or for college preparation, programming and course selection, test results, achievement, study habits, personal matters, or social/emotional development. Scholarship and college information will be available outside the counselor's office.

Emergency School Closing/Media Announcements

School closing information will be placed on the homepage of the Rock Ridge Public Schools website, sent by electronic alerts (**please update your contact information**) and broadcast on the local radio and television stations, as well as instant alerts through bright arrow, social media and the school website at www.rrps.org

Daily Bulletin

Events of the day will be posted in the daily bulletin. The office will communicate the bulletin each day. All items for the bulletin must be concerned with school business.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Use of musical instruments owned or rented by the school district.

Students will be charged for iPads, textbooks, workbooks, library books, and other resources that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

Fire Drills, Emergency Evacuation & Lockdowns

Rock Ridge High School is committed to student safety and security. We will be having 5 Fire Drills, 5 Lockdown (Hold) Drills and 1 Tornado Drill throughout the school year.

Fire, evacuation, and lock down drills are held to reduce the probability of serious damage or injury in case of a real emergency and are required by the state of Minnesota. Teachers will provide exit information and explain the procedure in case of a fire drill or evacuation; students are to follow these instructions. All books and other materials must be left and students are to leave the building in a quiet and orderly manner. Only upon a signal will students return to the building and their classrooms in an orderly fashion. A detailed crisis manual has been developed by the school district and is available in each learning area.

Health Program

Students with special health concerns should notify the school nurse and the school office. Students are to report to the nurse if they are ill. If they desire to leave school, the nurse's office will make a phone call to their parents and notify the school office.

The health services consist of Individual Health Care Plan and Emergency Action Plan development, student health assessments/evaluations, screenings for vision, hearing, and assistance with needed medical treatments. The health service program assists to protect and promote student health, facilitate normal development, and advance academic success. As a district our health services provide care coordination and advocate for quality student-centered care.

Medications

Parent/guardian is responsible for providing all medications. Medications may be dispensed in school when the student's health may be jeopardized without it, and when needed to maintain/promote the health of the student so that learning is enhanced. If a student needs to take prescription medication during school, the school district requires:

1. The district's Medication Authorization form must be completed once per school year and/or when a change in the prescription or requirements for administration occurs. These forms are available on www.rrps.org under Health and Wellness and in the Health office.
2. The administration of all PRESCRIPTION MEDICATION at school requires a completed signed request from the student's parent and a signed physician's order. Prescription medication must be in the properly labeled pharmacy container & are to be kept and administered in the health office. Parents/Guardians are advised to ask the pharmacist for a bottle for home and second/separate

labeled bottle for school.

3. OVER THE COUNTER MEDICATIONS SECONDARY STUDENTS (grades 7-12): May possess and use nonprescription pain relief medications in a manner consistent with labeling for their own use only. The school district may revoke the privilege of self-carry and self administering of medications if it is determined that the student is abusing the privilege or is at risk of harm to self or others.

4. Self-Carry Medications: Students needing to self-carry emergency medications such as an epi-pen or an inhaler may do so. The district requires the Self-Carry Medication Authorization form and either the Allergy Action Plan or the Asthma Action Plan available on the District's website www.rrps.org to be completed by the guardian and the prescribing health care provider. These forms must be completed at the start of each school year.

Immunizations

As required by Minnesota Statutes Section 121A.15, children enrolled in Rock Ridge Public Schools must receive immunizations required per the Minnesota School Immunization Law. Proof of immunizations must be provided prior to the student's first date of attendance.

All students entering grade 7 must show proof of 2 MMR vaccines, a series of 3 Hepatitis B vaccines, 1 Tdap vaccine, 3 polio vaccines, 1 Meningococcal vaccine and 2 Varicella vaccines or certify that the student had chicken pox. If immunization is medically contraindicated or if a parent or guardian wishes to be exempt based on beliefs from one or more immunization requirements then section 2 of the "Student Immunization Form" available on our school website must be completed and provided to the school health office. Students not in compliance will not be allowed to attend school. The full immunization statute can be read at the following link: <https://www.revisor.mn.gov/statutes/cite/121A.15>

Individual Class Optional Purchases

Sophomores will be offered an opportunity to purchase a class ring. Class rings are ordered in the winter of the sophomore year and delivered in the spring. Information about class rings, style, and price available to students. The purchase of a class ring is optional.

Seniors usually have their graduation pictures taken during the summer preceding their senior year. Photographer selection and service is an optional choice left to students and parents/guardians. All seniors will be given the option to purchase a graduation cap and gown, but one will be provided to students to utilize for the ceremony if he/she decides not to purchase the cap/gown. The purchase of class rings, announcements, caps/gowns, and graduation pictures are all optional.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not 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, or age in its programs and activities. Contact the school superintendent as needed.

Notification to Staff Regarding Placement of Students With Violent Behavior

Rock Ridge Public Schools recognizes the rights of students and data privacy. In an effort to provide a safe school environment, staff members will be notified by the Administration of a student's

history of violent behavior. The history of violent behavior and notice to the appropriate staff is an educational record and will be transferred to an enrolling school district. Parents have the right to review and challenge records or data, including the data documenting the history of violent behavior, under both state and federal law as set forth in the school district's Data Practices Policy.

Pledge of Allegiance

The Pledge of Allegiance will be recited daily on the days school is in session. It is the responsibility of every citizen to show proper respect to his/her country and its flag. However, students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag, on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate. A student who chooses not to participate may either stand or sit, remaining respectfully silent. No homework may be done during this short time.

Purchasing, Selling, or Soliciting

Students are not permitted to make any purchase for the school or for any club or organization without permission of the club advisors. Receipts for purchased items shall be given to the club or class advisor so payment may be made. The Principal must approve any type of selling or soliciting to be carried on in the school building or on the school grounds. All notices, signs, advertising bills displayed in the corridors or on the school bulletin board must be approved by school administration. It is a policy to display materials pertaining only to approved high school student activities.

Withdrawals and Transfers by Students

A student who will be withdrawing from school is asked to bring a written statement from home to the Principal's Office in order to receive a withdrawal form. This form must be taken to each teacher for grades and clearance, the school librarian, athletic director, and counselor. Upon completion, the withdrawal form must be returned to the Principal's Office.

ACADEMIC INFORMATION

Academic Honesty and Integrity

Rock Ridge High students will receive a world class education. School assignments and tests are measures of a student's academic performance. All work submitted for credit is expected to be original work created by the student submitting it.

Cheating: Dishonestly or unfairly gaining an advantage, especially in a game or examination. **Collusion:** Secret or illegal cooperation or conspiracy, especially in order to cheat or deceive others. **Plagiarism:** The practice of taking someone else's work or ideas and passing them off as one's own.

Examples of academic dishonesty include, but are not limited to the following:

- Copying and/or sharing academic work
- Asking or letting your project partner do your fair portion of the work
- Sharing test questions and/or answers with other students either orally or electronically
- Looking on another's test/quiz or allowing another to copy a test/quiz
- Submitting another's work as your own with or without the other person's knowledge (i.e., plagiarism).
- Working with others on an assignment that is intended to be done individually

Procedures for Reporting: If a staff member has reason to believe that a student has violated the academic honesty policy, the staff will meet with the student to discuss the incident. Following this conference, if the teacher still believes the student acted dishonestly, he or she will contact the parent or guardian via telephone or schedule a face-to-face meeting and complete a Discipline Log Entry in PowerSchool.

Consequences: Offenses accumulate through the entire course. Physical evidence is not necessarily required. If the behavior warrants, the principal may increase the level of consequences based on the facts and the violations of other policies. Acts of academic dishonesty are also subject to MSHSL Code of Conduct Rules.

Occurrence	Assessment Consequences	Assignment Consequence Options Determined by Teacher	Parent/Guardian Contact
1	0 on assessment NHS Review	Re-Do assignment 0 on assignment National Honor Society Review	Teacher must contact the parent and enter the information in PowerSchool.
2	0 on assessment NHS Review MSHSL Code of Conduct Review	Re-Do assignment 0 on assignment National Honor Society Review Course grade reduction of 25%	Teacher and administration meet with parent and student.
3	0 on assessment NHS Review MSHSL Code of Conduct Review	Re-Do assignment 0 on assignment National Honor Society Review Course grade reduction of 25% Failing Course (Record 59% Unless Lower) Scholarship Committee Notification Removal from Class	Teacher and administration meet with parent and student; school counselors included.

College Options

Rock Ridge Public Schools offers the College in the Schools options CIS classes allow students the opportunity to earn high school and college credits without leaving the Rock Ridge campus. Students may also elect to enroll in PSEO courses and should meet with the school counselor for more information. See the course catalog or a school counselor for more information.

Graduation Credit Requirements

To graduate from Rock Ridge Public Schools, each student must have completed 24 credits in grades 9-12. Students are required to take a minimum of 6.0 credits per year.

Courses, especially in the math-science areas must be chosen in a timely fashion to ensure that the requirements will be met by graduation. Student's files will be reviewed annually by the counselor for any deficiencies in the credit count. The parent/student will be notified via phone call and/or mail of the deficiency and the remedial options available.

Rock Ridge High School Graduation Credits

English (4 Credits)	Math (3 Credits)	Science (3 Credits)	Social Studies (3 Credits)
4.0	1.0 Math Elective <i>Typically Intermediate Algebra I</i> 1.0 Geometry 1.0 Algebra II	1.0 Intro to Physics and Chemistry 1.0 Biology 1.0 Science Elective	1.0 Social Studies <i>(Includes Civics, Geography, Economics)</i> 1.0 World History 1.0 US History .5 Government
Arts (1 Credit)	Physical Ed/Health (1 Credit)	Career Exploration (.5 Credit)	Choice Electives (8 Credits)
1.0 Credit	.5 Physical Education Elective .5 Health	.5 Career Exploration	8.0 Student Chosen Electives

7th & 8th Grade Requirements

GRADE 7

Honors English 7 or English 7
 Honors US Studies 7 or US Studies 7
 Honors Math 7 or Math 7
 Honors Integrated Science or Integrated Science 7
 Physical Education 7
 Music (Band, Choir or Orchestra)
 STEAM Expeditions/Computer
 Family and Consumer Science
 Art
 My Futures 7

GRADE 8

Honors English 8 or English 8
 Honors US Studies 8 or US Studies 8
 Honors Math 8 or Math 8
 Honors Integrated Science or Integrated Science 8
 Physical Education 8
 Music (Band, Choir or Orchestra)
 STEAM Expeditions/Computers
 Health
 Industrial Tech
 My Futures 8

*Special Education and REACH classes may be substituted for some electives

Graduation Good Standing Requirements

1. Successfully complete at least 24 credits, including all graduation requirements
2. Serve all disciplinary requirements
3. Pay all fines and fees
4. Return all district property, including books, resources, technology, etc.
5. Attend graduation practice. Anyone not taking part in practice without due justification will not be allowed to participate in the graduation ceremony.

Graduation Honor Requirements

Foreign exchange students will receive a diploma marked “Honorary Diploma” as exchange students have not met the academic standards of their respective schools. Students moving to the Bridge to Independence Program following their senior year will also receive an honorary diploma until they have completed the Bridge to Independence Program.

Grade Point Average Computation *Point Values of Letter Grades*

A = 4.0 A- = 3.667 B+ = 3.333 B = 3.0 B- = 2.66 C+ = 2.333 C = 2.0

C- = 1.667 D+ = 1.333 D = 1.0 D- = .667 F = 0 P = 1.5

Rock Ridge High School Honor Roll:

Exemplary 4.0

A Honor Roll 3.667-3.999

B Honor Roll 3.000-3.666

Marking Periods

Mid-Quarter, Quarter, and Semester Grades can be viewed through the Parent Portal of PowerSchool. Daily progress should be viewed on Schoology for the most up to date and comprehensive information.

If parents or legal guardians do not have access to the Internet, you may request, in writing, to have paper report cards mailed home for the year. You only need to make this request once per year. If you would like to cancel that request later in the year, please contact the office.

Incomplete Grades

Students may receive an incomplete grade because their work was not completed at the end of the marking period. All incomplete grades on assignments must be made up within two weeks or the assignment grade will turn to a zero. Failure to complete work may result in no credit being given. Seniors receiving an incomplete in courses needed for graduation will not participate in the graduation ceremony if the incomplete is not made up before graduation day.

Athletic Eligibility is affected by incomplete grades. Students that earn an incomplete are ineligible to play until the incomplete has been made up and recorded in the office. If the eligibility was the result of an incomplete grade, eligibility may be re-established once work for the incomplete grade is made up and the grade change is made in the office.

Work Permits (Excused from Study Hall)

If a junior or senior has a job and wishes to be excused from a study hall period for work privileges he/she must obtain a work permit from the office. This form will need to be completed by the parent/guardian, employer, principal and counselor. The privilege of excusing a junior or senior to work during the school day may be granted by the school providing a proper work permit has been submitted. Students who are tardy, truant, or have excessive absences will not be issued a work permit. If a student receives any failing grades or incompletes during the year, the work permit will be revoked for the next marking period or until satisfactory progress is made. A minimum cumulative GPA of 3.0 is required in order to qualify for being excused from study hall.

Zero / Failing Policy

Students will earn no lower than a 59% for the quarter grade if it is due to plagiarism or other course regulations unless the earned grade from other assignments is lower than 59%. CIS & PSEO courses must follow collegiate regulations so they may differ depending upon the course.

If a student fails a required class in grades 7-8, the student team will review data to determine the best interventions for a student. This may include summer school, retention, or interventions. If a student fails a required class in grades 9-12, he/she must repeat that class to earn credit. Credits may also be made up through Minnesota Department of Education approved online courses, summer school courses, or night classes. Students will not be allowed to graduate if all the requirements are not met. Refer to the current Graduation Policy.

Any student who drops a course after the first full week of the semester will receive an F for the quarter and semester and will remain on your report card. (Extenuating circumstances may apply.)

ATTENDANCE INFORMATION

Attendance

ISD 2909 is committed to maximizing instructional time. Students present in class are proven to have higher student achievement and dedication to personal growth. We are continuously striving to improve the academic success and social/emotional learning of our students; school attendance and punctuality are foundational pieces of the process. We ask students, parents, and guardians to partner with us in proactively making attendance a priority every day. These procedures recognize that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. These practices will assist students in attending class.

Minnesota State Law: (a) Every child between seven and 17 years of age must receive instruction unless the child has graduated. Every child under the age of seven who is enrolled in a half-day kindergarten program shall receive instruction except as provided in subdivision 6, a parent may withdraw a child under the age of seven from enrollment at any time. (b) A school district by annual board action may require children subject to this subdivision to receive instruction in summer school. A district that acts to require children to receive instruction in summer school shall establish at the time of its action the criteria for determining which children must receive instruction. (c) A pupil 16 years of age or older who meets the criteria of MN 1234D.68, subdivision 2, may be assigned to an area learning center. Such assignment may be made only after consultation with the principal, area learning center director, and parent or guardian.

Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence. Students are required to make up all assignments or to complete alternative assignments for all absences as deemed appropriate by the classroom teacher.

Tardies

Students arriving after the beginning of their class will be marked tardy. If students arrive 10 minutes after the start of class they will be marked absent.

Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

Teacher's/Supervisor's Responsibility

It is the teacher's/supervisor's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's/supervisor's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's/supervisor's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Administrator's Responsibility It is the administrator's responsibility to require students to attend all assigned classes and study halls.

Expectations

Rock Ridge district policy states that students are allowed a maximum of 10 absences per semester course. Absences that are considered exempt in the following chart do not count within the 10 allowable absences. Other days missed, including illnesses not verified by a medical practitioner will count towards a student's maximum number of allowable absences. Under no condition shall a student leave the school without permission from the nurse or office administration. If a student leaves without permission, he/she will be considered truant. Once permission has been granted, the student must sign out in the office. While teachers should remind students of excessive absenteeism, it is the student's responsibility to ultimately be responsible for tracking his or her own absences by checking the student information system or asking the office for support. Families are encouraged to plan vacations around the school calendar.

Open-Enrolled Students

Under MN Statute 124D.03, subdivision 12, open enrolled students may be assigned to their home district if they meet the definition of habitual truant and have been referred as indicated by law for truancy. A habitual truant is a child under the age of 16 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.

Progress Reporting

Teachers in grades 7-12 will record an INCOMPLETE for all students over 10 allowable absences at the quarter or semester report cards. The comment "excessive absences" will be included to indicate that the incomplete is only for absences and not incomplete work. Students will then be given 2 additional weeks to make up the absences before the earned grade is finalized and no credit is granted at the semester end. Students participating in MSHSL activities will not be eligible until the incomplete has been made up or turns into no credit at which time additional eligibility requirements will be reviewed.

EXEMPT Absences Do Not Count Towards 10	EXCUSED Absences Count Towards 10	UNEXCUSED Absences Count Towards 10
<p>Documented Medical Code M for Medical -Appointments w/ Medical Note -Illness & Injuries w/ Medical Note -School Nurse Recommendation</p> <p>School Related Activities Code S for School Excused -School Related Assessment -Sport/Activity Participation -College Visits w/ Documentation -Career Visits w/Documentation</p> <p>Administrative Referral Code I for ISS -In School Suspension Code O for OSS Out of School Suspension</p> <p>Discretion of Administration Code X for Exempt -Prior Approval Required -Community Service -Funerals of Immediate Family -Documented Legal Concerns -Religious/Cultural Observance</p>	<p>Undocumented Medical Code AE for Absence Excuse -Illness -Injury -Appointments w/out Documentation -Serious Illness of Family</p> <p>Physical Emergencies Code AE for Absence Excuses -Fire or Similar Disturbance -Weather Related</p> <p>Funerals Code AE for Absence Excuses -Non-Immediate Family</p> <p>Family Leave/Vacations Code AE for Absence Excuses -Please make every effort to communicate with your teacher prior to your absence</p> <p>Non-School Related Activities Code AE for Absence Excuses -Community Activities</p> <p>Unforeseen Circumstances Code AE for Absence Excuses -Oversleeping -Transportation Trouble</p> <p>Once a student has reached 10 cumulative excused/unexcused absences in a semester, all future absences will be coded as unexcused unless it is considered exempt.</p>	<p>Uncleared Absences Code AU for Absence</p> <p>-Any absence that is not cleared by a parent/guardian within 24 hours</p> <p>Truancy Code TR for Truancy</p> <p>-Any absence in which a student leaves the building without parent/guardian notification</p> <p>-Any absence in which a student is not in the assigned location without prior notification</p> <p>Once a student has reached 10 cumulative excused/unexcused absences in a semester, all future absences will be coded as unexcused unless it is considered exempt.</p>

Co-Curricular Sport and Activity Absences

Students participating in co-curricular activities must be present for all classes preceding the activity unless pre-excused by administration in order to be eligible for practice or games.

Students participating in co-curricular activities on school evenings are expected to be in attendance for all periods the next school day unless excused by administration to remain eligible.

Over Ten Cumulative Absences

The purpose of attendance interventions are to re-engage students with the school community. We recognize the students and families may be struggling with a variety of concerns and we recognize the need to work together to

re-engage students with the positive support a school community can offer. Research shows that students connected to school are less likely to miss classes and more likely to graduate on time.

Students in grades 9-12 must participate in re-engagement activities to ensure they do not lose credit. Students that do not make up the absences over 10 in each course may receive their letter grade on their transcript with a “no credit.” This means that students will be required to retake the course in order to receive credit. In general, these absences must be made up prior to the end of the semester unless special arrangements have been made with the administrator.

Time may be made up in a multitude of ways including, but not limited to:

- ~time with a staff member before school (at teacher’s discretion)
- ~time with a staff member at lunch (at teacher’s discretion)
- ~time with a staff member after school (at teacher’s discretion)
- ~time with staff member during study hall (at teacher’s discretion)
- ~attending lunch or after school detention
- ~participating in ongoing chemical dependency supports
- ~participating in ongoing mental health, counseling, or medical supports
- ~joining and participating in a new club or sport (this must be a new activity)
- ~volunteering for school related activities (see office, teachers, or coaches for ideas)
- ~participating in after school tutoring
- ~participating in ‘Check and Connect’ activities
- ~other activities approved by individual teachers or administration

While students are encouraged to make the arrangements with individual teachers, administration reserves the right to approve specific options for reengaging with the school community.

Notifications

Daily

Daily notifications will be sent via electronic systems for all absences not cleared by a parent/guardian.

Continuing Truant (3 Unexcused Absences)

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse (unexcused absence) within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods in three days if the child is in secondary school.

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student’s parent or legal guardians.

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child’s absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child’s truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child’s driving privilege pursuant to Minn. Stat. § 260C.201.

Habitual Truant (7 Unexcused Absences)

A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for

seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.

A principal shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Once a student has reached 7 excused or unexcused absences in any one course, a formal notification will be provided to the student and his/her guardian. This notification will be generated only one time per semester regardless of additional absences and serves as a reminder that students may lose credit if they exceed the 10 allowable absences. These reports and letters will be sent at one specified time each month and may not be immediately upon accruing 7 absences.

RULES AND POLICIES

The matrix included on the next page is not all inclusive, but is representative of the most common discipline concerns affecting our schools. Subsequently the consequences listed are not definitive and school administration has the right to deviate from the chart based on the investigation findings for each incident.

Infraction	1st Offense	2nd Offense	3rd Offense
Bullying Contributing to the Continuance of Bullying	1 hour detention	1-3 days ISS or OSS	4-5 days ISS or OSS Possible Expulsion
Cheating/Plagiarism	Zero on assignment NHS Eligibility Review	F for the quarter	F for the semester
Dress Code Violation	Warning Change Clothing	Warning Change Clothing	ISS & Parent Conference Change Clothing
Drug Sales and Distribution	OSS/Expulsion Police Referral	OSS/Expulsion Police Referral	OSS/Expulsion Police Referral
Drug/Synthetic/Alcohol Use or Possession	3 days OSS, Police Referral Rule 25 Recommended	5 days OSS, Police Referral Rule 25 Required	10 days OSS, Possible Expulsion Police Referral Rule 25 Treatment Required
Fighting/Assault	1-3 days ISS/OSS Possible Police Referral	3-5 days ISS/OSS Possible Police Referral	OSS/Expulsion Police Referral
Harassment (Sexual, Religious, Racial)	1-3 days ISS/OSS Possible Police Referral	3-5 days ISS/OSS Possible Police Referral	OSS/Expulsion Police Referral
Inappropriate Language	1 hour detention	2 hours detention	ISS and parent conference
Insubordination	Reviewed by Principal	Reviewed by Principal	Reviewed by Principal
Misuse of Technology	Review Policies and Detention	WiFi restriction Check in/out	Reviewed by Principal
Public Display of Affection	Warning	Detention	Detention/ISS
Safety Concerns	Principal Discretion w/ Possible Police Referral		
Skipping Detention	Warning	Detention added	ISS/OSS/Administrative Discretion
Theft & Vandalism	1-5 days ISS/OSS and Restitution; Possible Police Referral	1-5 days ISS/OSS and Restitution; Police Referral	OSS/Expulsion/Restitution/ Police Referral
Tobacco/E-cig/Vape Use or Possession	3 days ISS Police Referral	5 days ISS Police Referral	5 days OSS Police Referral
Tardy	Teacher Warning	Teacher Log Entry for 1 hour detention or equivalent for tardy #4-#10 per class	10+ Administrative Discretion; Parent Conference
Truancy/Skipping	1 Hours Detention for Every Hour; Ineligible for Sports/Activities Until Complete	2 Hours Detention for Every Hour; Ineligible for Sports/ Activities Until Complete; Loss of Open Lunch	Administrative Discretion
Weapon Possession	OSS/Expulsion Police Referral	OSS/Expulsion Police Referral	OSS/Expulsion Police Referral

Bus Conduct

Consequences for failure to follow bus safety rules or other school rules are consistent with all other school policies and practices. Please remember that school transportation is a privilege and not a right. Administration reserves the right to remove students from school transportation.

Cleveland Cliffs Commons, Rock Ridge Cafe and Ridgewood Market

Breakfast and lunch are served daily in the Rock Ridge Cafe and Ala Carte areas. All students will receive one free breakfast and one free lunch daily. However, students will be charged for additional items, meals or ala carte items will be charged.

All food must be consumed in Cleveland Cliff commons or the courtyard. All students must remain on campus during the entire lunch period. No student will leave the lunch areas during this time except when excused by a supervisor.

Cell Phones/iPads/Other Electronic Devices

Rock Ridge Public Schools holds high expectations for student behavior, academic integrity and responsible use of personal electronic devices. Students who possess or use such devices at school must do so with the greatest respect for the educational environment and the rights and privacy of all individuals within the school community.

Technology use is allowed at lunch, during passing periods unless it becomes a tardy/truancy concern, before school, and after school. Cell phone use during class is determined by each individual teacher for educational purposes only.

1. Cell phone usage is not allowed during lockdowns or fire drills.
2. Students are not allowed to take pictures or videos of any student or staff member without the express written consent of all parties involved.
3. Electronic video devices in any locker room is strictly forbidden.

CONSEQUENCES FOR USE OF CELL PHONES OR ELECTRONIC DEVICES

1st OFFENSE	2nd OFFENSE	3rd + OFFENSES
An employee shall direct the student to turn in their electronic device for the hour. The teacher will return it to the student at the end of the class period.	The second infraction shall result in disciplinary referral and the phone turned into the office immediately. The office will return it to the student at the end of the day.	The third infraction shall result in disciplinary referral and the phone turned into the office immediately. The office will return it to the parent/guardian.

Repeated Infractions: A behavioral contract will be written and include loss of privileges to possess a cellular phone or electronic device at school for a set period of time.

Detention Procedures

Detention is a form of discipline for students who choose to behave inappropriately.

1. Detention will be held Tuesday or Thursday after school or with special arrangement for another day/time.
2. The student will have one week from the time the infraction occurred until the detention is served. This allows parents/guardians and students to make arrangements for transportation. If the student fails to be at detention, an extra hour will be added. Third and future consequences are at administrative discretion.
3. Students will serve assigned detention from 3:10 to 4:10 p.m.
4. Students will bring everything they will be taking home with them to detention. Students will not be allowed to go to their locker after detention.
5. Teachers in charge of detention will escort students out of the building at Door #1.
6. Students will take a seat and sit up for the entire period. Students will be permitted to do homework assignments during detention. Students may not talk, sleep, or use electronic devices for play only.
7. Inappropriate behavior in detention will result in added consequences. If the student is tardy getting to detention, the student will receive additional consequences.
8. Parents/guardians will provide transportation for detention.

Dress Code

It is the policy of this school district to encourage students to be dressed appropriately for school and school related activities in keeping with community standards. This is a joint responsibility of the student and the student's parent or guardian. Any apparel, hair style, cosmetics, or jewelry — even if not specifically mentioned which poses a threat to the health or safety of the student or others, or disrupts the educational process is not acceptable. Inappropriate body markings and clothing at school and school related activities includes, but is not limited to the following:

1. Clothing that exposes the midriff or chest, intentional exposure of undergarments or undergarments that are worn as outer garments, and other clothing that is not in keeping with community standards. "Short shorts," skimpy tank tops, tops that expose the midriff. See-through or sexually suggestive apparel, which exposes the body in an inappropriate or suggestive manner.
2. Wearing of masks or costumes (except those necessary for COVID protection), painted faces, disguises or grooming that limits or prevents the identification of a student or substantially disrupts the learning environment.

3. Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or which promote or advertise alcohol, chemicals, tobacco, or any other product that is illegal for use by minors. Clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or gangs.
4. Students are allowed to wear hats in the common spaces of the building and in the classroom as determined by each individual teacher. Hats should adhere to the same dress expectations. As with other dress code guidelines, hats with inappropriate school language, symbols, or other factors will not be allowed. Students who do not follow the dress expectation may lose this privilege or other privileges. Exceptions will be made for religious, medical, or school related reasons.

Enforcement of the dress code is under the discretion of School Staff & Administration.

Internet Policy

Rock Ridge Public Schools' Internet Use Policy Statement

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are to be considered public in nature. General school rules for behavior and communications apply. Network resources are provided for students to conduct research and communicate with others in relation to school work. Access to network services is given to students who agree to act in a responsible manner. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the administration and staff will deem what is inappropriate use and their decisions are final. Upon identification of inappropriate use of network services by the administration, faculty, and staff, access may be denied, revoked, or suspended at any time.

Lockers

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. (See policy 502)

School lockers are assigned according to grade. Students will be required to keep the locker they are assigned. They should report to the office if they have a legitimate reason to request a change of locker assignment. Locks are recommended and the student is responsible for keeping his/her locker neat, orderly, and safe. Any vandalism to the lockers will be cleaned and/or repaired by the students or by a custodian with the student providing restitution for materials and labor. If a student brings a lock of their own, they must provide the combination or key to the office. If the administration deems necessary, the lock will be cut off at any time.

Parking

Parking space is limited on the Rock Ridge High School campus. All highway approved vehicles will be required to purchase a \$20 parking permit to park in the school parking lot.

All vehicles must park in an approved parking space. **Parking permits will go on sale the week prior to school starting.** Due to the limited parking we are encouraging students to carpool. Priority for purchasing parking passes will first be given to Seniors, then Juniors, Sophomores, etc.

Passes

Excused Study Halls -Off Campus Eligibility 1st and 7th periods

Eleventh and Twelfth graders have the opportunity to be excused from their study hall and be approved to leave the building if they meet the following criteria:

1. Earn a minimum GPA of 3.0 the previous quarter and earn all passing grades. Students will not be rechecked at midterms to earn access; however, student grades will be checked at midterm to ensure they remain eligible.
2. Maintain all passing grades for the quarter once permission is granted or pass is revoked.
3. Acquire Parent/Guardian/Administrator permission.
4. Remain in good standing for attendance (under 10) and disciplinary requirements.
5. Students must stay in study hall as assigned until their schedule is changed.
6. Only applicable to 1st and 7th periods.

Excused Study Halls - On Campus Eligibility

Ninth through Twelfth graders have the opportunity to be excused from their study hall to another location within the building if they meet the following criteria:

1. Earn a minimum GPA of 2.5 the previous quarter and earn all passing grades. Students will not be rechecked at midterms to earn access; however, student grades will be checked at midterm to ensure they remain eligible.
2. Maintain all passing grades for the quarter once permission is granted or pass is revoked.
3. Acquire Parent/Guardian/Administrator permission.
4. Remain in good standing for attendance (under 10) and disciplinary requirements.
5. Students must stay in study hall as assigned until their schedule is changed.
6. If a teacher/administrator requests you to be removed from their supervision, you will forfeit all out of study hall passes for the remainder of the quarter.
7. Students must stay in study hall as assigned until their schedule is changed.

Hall Passes

Students must use the digital hall pass system developed by the school. QR codes are available in each classroom.

Off Campus Pass

To leave the school during the school day, a student will need a student pass from the office and sign out. To obtain this pass, a student must have a parent/guardian call, email or give a written request into the school office. Students leaving the building without signing out will be considered truant. This pass is given out, but not limited to: court appearances, probation visits, dentist and clinic appointments, church participation activity, family emergencies, funerals, and illness during the day.

Public Displays of Affection

The public display of affection is not acceptable school behavior. Respect yourself and the rights of others by demonstrating appropriate school behavior. Students are expected to refrain from intimate behavior including kissing, embracing, intimate touching, etc, and other inappropriate contact in the halls, classrooms, on school grounds and at school events. Staff may correct students if their behavior is not acceptable. Students should accept redirection in a constructive manner in an effort to maintain a proper, respectful, and educational atmosphere for all students and employees in the building.

Removal from Class

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

Occurrence	Consequence
1	It will be documented by the teacher and the parent will be notified by the teacher. The student may also receive additional disciplinary action.
2	The parent will be notified and a meeting will be held within 48 hours with the student, teacher, parent, and administration. During this meeting the teacher will explain his/her expectations for behavior. The student and parent will have the opportunity to ask any questions they may have with the goal being a solution to the behavioral problem.
3	The school team will discuss alternative programming options for the student, which may include removal from class and loss of credit.

Skateboards & Rollerblades

Skateboarding and rollerblading are not allowed on school property.

Tobacco Free Schools

Use or possession of tobacco products including electronic nicotine delivery systems in the building, on school property, during school activities, or leaving school grounds during school hours will not be tolerated.

Violators of this regulation will receive consequences consistent with school policy and students will not be readmitted until after a parent/guardian has been contacted by the administration. Cigarettes, electronic cigarettes, vaping devices and paraphernalia or other tobacco products are not to be carried by students within the school during school hours. Students should realize the State High School League rules carry a penalty for smoking and tobacco use that also will be enforced by the School. b. Minnesota Statute 609.685, subd. 3, a state that possession or use of tobacco or tobacco related devices by anyone under the age of 18 is unlawful. Because of the health consequences for our youth and the mixed message that is given when laws are not enforced, the NO SMOKING LAW for those under the age of 18 will be enforced. Law enforcement officials will be contacted for violation of the district's policy.

Pupil Fair Dismissal Act

All students are protected under the Pupil Fair Dismissal Act. Students who are involved in suspension from school should ask what their rights are under this act. See the Assistant Principal for a copy of this document.

SPORTS & ACTIVITIES

Student Options and Fees for Athletic & Activity can be found by clicking: <https://rrps.org/activities/athletics/>

All students in grades 7-12 who participate in extracurricular activities outside of the classroom whether they are extra-curricular, co-curricular or athletics, are subject to the same eligibility requirements. It will be the duty of the sponsor of an activity to inform all participants as to the scholastic eligibility requirements. In order to participate in any MSHSL-sponsored activity, a student must meet all eligibility requirements set forth by the MSHSL and Rock Ridge Public Schools. These eligibility requirements are listed in the MSHSL Athletic Eligibility Information, which must be read and signed by each student and his/her parent/guardian prior to participating in the activity.

Academic Eligibility

MSHSL Athletics & Activities Academic Eligibility Procedures

1. Grades will be checked quarterly and at midterms for a total of 8 times per year.
2. Students must have zero failing grades at each marking period to remain eligible.
3. Students cannot have incomplete grades. Students that earn an incomplete are ineligible to play until the incomplete has been made up and recorded in the office. If the ineligibility was the result of an incomplete grade, eligibility may be re-established once work for the incomplete grade is made up and the grade change is made in the office.
4. First quarter grades will determine winter sport eligibility regardless of the activity start date.
5. Fourth quarter grades will determine fall sport eligibility regardless of the activity start date.

MSHSL Athletics & Activities Academic Eligibility Consequences

Mid-Term Eligibility

1. Students can earn eligibility immediately following midterms as soon as they are passing all classes.
2. Students may travel with the team, if allowed by the coach, as long as they are not missing any class in order to do so.

Quarter Eligibility

1. Athletic/Activity schedules with 15 or fewer scheduled contests will serve a 1 contest penalty.
2. Athletic/Activity schedules with 16 or more scheduled contests will serve a 2 contest penalty.
3. Students must be passing all classes to resume eligibility.
4. Students may travel with the team, if allowed by the coach, as long as they are not missing any class in order to do so.
5. In an event where a student is academically ineligible and only participates in a category 2 activity, that student will follow the MSHSL guidelines for Category 2 activities for violations.

All Other Non-MSHSL

All Other Non-MSHSL Activities

No policy for any student grades 7-12

Attendance Eligibility

Any students who are considered to be chronically truant from school may be suspended from extracurricular activities under MSHSL Policy 206.

MSHSL Athletics & Activities Attendance Eligibility Consequences

Students participating in co-curricular or school sponsored clubs, sports, and activities must be present for all classes preceding any practice, activity, concert, contest, or game. Excuses documented by a medical note or funeral arrangement are exempt.

Students with 11+ accumulated absences are not eligible to participate in athletics or activities. If a student has exceeded the 10 allowable absences, he/she must make up the time to return to eligible status.

Code of Conduct Eligibility

Chemical Eligibility

The Minnesota State High School League recognizes the use of mood-altering chemicals including drugs, alcohol, tobacco, vaping, or other similar items as a significant health problem for many adolescents, resulting in negative effects on behavior, learning and the total development of each individual. The misuse and abuse of mood-altering chemicals for some adolescents affect co-curricular participation and development of related skills. Others are affected by the misuse and abuse by family, team members or other significant persons in their lives. Penalties shall be accumulative beginning with the student's first enrollment. This includes all students in grades 7-12. Rock Ridge Public Schools enforces the following chemical eligibility policies. Students violating the chemical policy will be subject to both Category I and Category II consequences, if applicable.

Students not accompanied by their parents are prohibited from entering bar areas, liquor establishments, or attending parties where liquor is made available to high school students. **This rule puts the burden on the student to know, in advance, whether alcoholic beverages will be made available to students at a party.** If there is any doubt, the student or parent/guardian should contact the host family to determine whether alcoholic beverages will be served. Students violating this rule are not eligible to participate in activities sponsored by the Rock Ridge schools for a period consistent with the Minnesota State High School League Rules (MSHSL Bylaw Section 205.00 regarding the Use of Mood Altering Chemicals, i.e. Alcohol, Tobacco, Drugs or Marijuana). A student employed by a business establishment is exempt from this rule while working.

Category I

This includes all MSHSL sponsored activities in which the member school has a schedule of interscholastic contests, including league sponsored tournaments. This includes all Athletics, Speech & Debate Team, One Act Play, Robotics (if a season is scheduled), and other new activities if they meet the definition .

Category II

This includes MSHSL sponsored activities in which a member school does not have a schedule of interscholastic events. This includes Music Contests (including sections, subsections, state, etc), One Act Play, if only participating in one league sponsored tournament, Robotics, if only participating in one league sponsored tournament, Knowledge Bowl, Math Counts and other new activities if they meet the definition.

Violation	Category 1	Category 2	Special Provision
1st Violation	The student shall lose eligibility for the next 2 consecutive interscholastic contests or two weeks, 14 calendar days, whichever is greater.	The student shall lose eligibility for the next contest or until 15 hours of community service is documented. The community service must be pre-approved by the administration and coaching staff of the activity.	
2nd Violation	The student shall lose eligibility for the next 9 consecutive interscholastic contests or 5 weeks, 35 calendar days whichever is greater.	The student shall lose eligibility for the next 2 contests or until 30 hours of community service is documented. The community service must be pre-approved by the administration and coaching staff of the activity.	
3rd + Violations	The student shall lose eligibility for the next 18 consecutive interscholastic contests or 7 weeks, 49 calendar days whichever is greater.	The student shall lose eligibility for the next 4 contests or until 45 hours of community service is documented. The community service must be pre-approved by the administration and coaching staff of the activity	A student who chooses to become a participant in a treatment program may become eligible for participation after a minimum period of six weeks after entering treatment if all of the following conditions are met: A) The student is assessed as chemically dependent B) The student enters treatment voluntarily C) The director of the treatment center certifies that the student is successfully participating and/or has successfully completed the treatment program D) All prior violation consequences must still be served.

Good Standing Eligibility

Any student over the allowable absentee policy and any student with more than one detention [or other school consequence] to serve is not in good standing and is ineligible for extra curricular activities until all school consequences have been served.

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

Bylaw 206 can be enacted for a variety of reasons beyond chemical eligibility and is not appealable.

Dances

School dances will be held periodically throughout the school year for Rock Ridge Students only. All school rules and policies apply, see dance advisors for details.

Prom and Fall Formal: Visitors under the age of 21 are welcome with the following guidelines.

- They must be currently enrolled in a school and their principal must be contacted to determine if they are in good standing at their home school.
- The required form must be completed with all signatures and turned in to the high school office on time.
- Guests who have already graduated must still have this form filled out by the principal of the school they graduated from.
- Permission for visitors may only be granted by the high school principal and may be denied even if the form is signed and returned.
- Any unapproved guests or guests in violation of rules or expectations will be removed from the event immediately as will the student who invited them.

Royalty Candidates

If a student receives a quarter grade of an “F” in the quarter previous to Homecoming or Snow Week, that individual is not eligible to be in the Royal Court. The 4th quarter grades (for Homecoming) and the most recent quarter grades for Snow Week will be reviewed for failure violations.

Transportation Policy for Students

Participants in extracurricular contests must use transportation provided by the school. The only exception is in the event that parents request in writing via the Rock Ridge extra-curricular alternate transportation form to have their student ride with a parent, grandparent or immediate family member, in which case they assume all responsibility. No student may ride with another student under any circumstance.

Students with outstanding violations relating to alcohol, tobacco, or other mood altering chemicals will not be approved for overnight or out of state travel.

Weather Related Policy

Please be aware that just because school is closed, it does not mean all Rock Ridge School District events and contests are canceled. Our policy is such that if school is closed before the start and the weather improves throughout the day, the administration can decide to play games as scheduled.

Wednesday & Sunday Activities

It is the policy of the Rock Ridge School District to not schedule extra-curricular activities between 6:00 p.m. and 8:00 p.m. on Wednesdays. Playoff contests or other unforeseen circumstances could necessitate the scheduling of activities on Wednesday, but must be pre-approved by the activities director. Sunday practices are not allowed as stated in the rules of the Minnesota High School League.

National Honor Society

Rock Ridge Schools supports the National Honor Society in which the four criteria of scholarship (GPA), leadership, service and character are given equal weight in determining membership. Potential candidates will be contacted following the second marking period and given instruction on making the appropriate application for membership. The selection procedure shall be determined by the Faculty Council and shall be consistent with the rules and regulations of NHS. NASSP shall not review the judgment of the Faculty Council regarding selection of individual members to local chapters.

Student Council

Student Council is an organization made up of students representing the student body. It furnishes responsible leadership training for student leaders. It is through this organization that student opinion and sentiment is brought to the attention of the faculty and administration.

Grades 9 -12

The Student Council consists of student members, including a president, vice president, secretary and treasurer. The membership shall be elected to the Council each spring for the following year. The qualifications that one should look for when electing their representative and officers are: good character and positive leadership ability.

Grades 7 & 8

The Student Council in grades 7 & 8 has students from each grade, including a president, vice president, secretary, and treasurer. The incoming seventh grade elects their representatives in the fall, while the current 7th grade elects next year's representatives in the spring.

SCHOOL POLICY LINKS & REQUIRED INCLUSIONS

Policies - The following is a partial list of selected student policies. For a complete list of policies for ISD #2909, please refer to our website at www.rpps.org under "District", "School Board", and "Board Policies". The blue links below will bring you directly to the school board policy. It is the policy of the Rock Ridge Public Schools to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence.

SEXUAL, RELIGIOUS, RACIAL HARASSMENT & VIOLENCE POLICY - Board Policy # 413

[Policy 413: Harassment](#)

Everyone at Rock Ridge Public Schools has a right to feel respected and safe. Consequently, we want to familiarize you with our policy to prevent religious, racial or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:

1. name calling, jokes or rumors
2. pulling on clothing
3. graffiti
4. notes or cartoons
5. unwelcome touching of a person or clothing
6. offensive or graphic posters or book covers or
7. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If any words or actions make a student feel uncomfortable or fearful, he/she needs to tell a teacher, a counselor, the principal or the Human Rights Officer, who is the School Nurse. Students may also make a written report. The student's right to privacy will be respected as much as possible. We take all reports seriously and will take appropriate actions based on the reports. The school district will also take action if anyone tries to intimidate the victim or take action to harm him/her because he/she reported the situation.

This is just a summary of the Rock Ridge School District's policy against religious, racial and sexual harassment and violence. Complete copies are available in the Superintendent's office. Remember: Religious, racial and sexual harassment and violence are against the law! For more information contact:

School Nurse, Human Rights Officer,

Rock Ridge Public Schools

411 Fifth Avenue South

Virginia, MN 55792

749-5437, extension 1918

Policy 501: Weapons Policy

Any student found to be in possession of a weapon on district property or at a district-sponsored activity may be expelled from school for up to one year and may be subject to other appropriate disciplinary action.

Bringing a dangerous weapon on school property is a violation of Minnesota law. It is a serious violation called a felony. You may not possess a dangerous weapon at any time on school property.

A dangerous weapon can be many things. It includes guns, switchblades, brass knuckles, nun-chucks, certain liquids and pellet guns. It does not matter, for instance, whether the gun is loaded or unloaded. A dangerous weapon includes any device or instrument designed as a weapon or through its use is capable of producing great bodily harm or death.

Possession on school property includes on a school bus, at a bus stop, on school property, on any property leased by a school and whether the school is public or private. It also includes off campus locations where school hosted activities are taking place.

Violation of the terms of Minnesota law will result in penalties including expulsion from school in addition to statutory penalties, which include significant fines and prison.

Policy 502: Search of Student Lockers, Desks, Personal Possessions, and Student's Person

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing Rock Ridge Public School's policies against contraband.

Policy 503: Attendance

ISD 2909 is committed to maximizing instructional time. Students present in class are proven to have higher student achievement and dedication to personal growth. We are continuously striving to improve the academic success and social/emotional learning of our students; school attendance and punctuality are foundational pieces of the process. We ask students, parents, and guardians to partner with us in proactively making attendance a priority every day. These procedures recognize that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. These practices will assist students in attending class.

Minnesota State Law: (a) Every child between seven and 17 years of age must receive instruction unless the child has graduated. Every child under the age of seven who is enrolled in a half-day kindergarten program shall receive

instruction except as provided in subdivision 6, a parent may withdraw a child under the age of seven from enrollment at any time. (b) A school district by annual board action may require children subject to this subdivision to receive instruction in summer school. A district that acts to require children to receive instruction in summer school shall establish at the time of its action the criteria for determining which children must receive instruction. (c) A pupil 16 years of age or older who meets the criteria of MN 1234D.68, subdivision 2, may be assigned to an area learning center. Such assignment may be made only after consultation with the principal, area learning center director, and parent or guardian.

ABSENCES

If your child will be absent from school for any reason, please call your schools attendance line. Attendance is taken every school day by 9:00 AM. If your child is absent and we haven't received notice from a parent/guardian, a phone call home will be made. When you are calling the attendance line, please leave the following information:

- Child's Name
- Grade
- Teacher's Name
- Reason for absence
- Length of absence (if known)

Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session. Students are required to make up all assignments or to complete alternative assignments for all absences as deemed appropriate by the classroom teacher.

Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

Teacher's/Supervisor's Responsibility

It is the teacher's/supervisor's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class. It is also the teacher's/supervisor's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's/supervisor's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Administrator's Responsibility

It is the administrator's responsibility to require students to attend all assigned classes.

EXPECTATIONS

Rock Ridge district policy states that students are allowed a maximum of 10 absences per semester course. Absences that are considered exempt in the following chart do not count within the 10 allowable absences. Other days missed, including illnesses not verified by a medical practitioner will count towards a student's maximum number of allowable absences. Under no condition shall a student leave the school without permission from the nurse or office administration. If a student leaves without permission, he/she will be considered truant. Once permission has been granted, the student must sign out in the office. While the teacher/school should remind families of excessive absenteeism, it is the responsibility of the parent/guardian to be responsible for tracking their child's absences by checking the student information system or asking the office for support.

EXEMPT Absences Do Not Count Towards 10	EXCUSED Absences Count Towards 10	UNEXCUSED Absences Count Towards 10
<p>Documented Medical Code M for Medical</p> <ul style="list-style-type: none"> - Appointments w/ Medical Note - Illness & Injuries w/ Medical Note - School Nurse Recommendation <p>School Related Activities Code S for School Excused</p> <ul style="list-style-type: none"> - School Related Assessment - Sport/Activity Participation <ul style="list-style-type: none"> - College Visits w/ Documentation - Career Visits w/Documentation <p>Administrative Referral Code I for I</p> <ul style="list-style-type: none"> - In School Suspension <p>Code O for OSS</p> <ul style="list-style-type: none"> - Out of School Suspension <p>Discretion of Administration Code X for Exempt</p> <ul style="list-style-type: none"> - Prior Approval Required - Community Service <ul style="list-style-type: none"> - Funerals of Immediate Family - Documented Legal Concerns <ul style="list-style-type: none"> - Religious/Cultural Observance 	<p>Undocumented Medical Code AE for Absence Excuse</p> <ul style="list-style-type: none"> - Illness - Injury - Appointments w/out Documentation - Serious Illness of Family <p>Physical Emergencies Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Fire or Similar Disturbance - Weather Related <p>Funerals Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Non-Immediate Family <p>Family Leave/Vacations Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Please make every effort to communicate with your teacher prior to your absence <p>Non-School Related Activities Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Community Activities <p>Unforeseen Circumstances Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Oversleeping - Transportation Trouble <p>Once a student has reached 10 cumulative excused/unexcused absences in a semester, all future absences will be coded as unexcused unless it is considered exempt.</p>	<p>Uncleared Absences Code AU for Absence</p> <ul style="list-style-type: none"> - Any absence that is not cleared by a parent/guardian within 24 hours <p>Truancy/Educational Neglect Code TR for Truancy/Educational Neglect</p> <ul style="list-style-type: none"> - Any absence in which a student leaves the building without parent/guardian notification - Any absence in which a student is not in the assigned location without prior notification <p>Once a student has reached 10 cumulative excused/unexcused absences in a semester, all future absences will be coded as unexcused unless it is considered exempt.</p>

OVER TEN CUMULATIVE ABSENCES

The purpose of attendance interventions is to reengage students with the school community. We recognize the students and families may be struggling with a variety of concerns and we recognize the need to work together to reengage students with the positive supports a school community can offer. Research shows that students connected to school are less likely to miss classes and more likely to graduate on time.

Students in grades K-8 with 10 or more absences will be enrolled in our Check & Connect mentoring program and/or referred to county truancy or educational neglect resources.

NOTIFICATIONS

Daily

Daily notifications will be sent via electronic systems for all absences not cleared by a parent/guardian.

Continuing Truant (3 Unexcused Absences)

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse (unexcused absence) within a single school year for:

1. Three days if the child is in elementary school

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardians.

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201.

Habitual Truant (7 Unexcused Absences)

A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.

· A principal shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

· Once a student has reached 7 excused or unexcused absences, a formal notification will be provided to the student and his/her guardian. This notification will be generated only one time per semester regardless of additional absences. A student who has missed 7 or more days will result in a parent/guardian conference with administration to discuss absenteeism and possible interventions.

Policy 504: Student Dress and Appearance

The dress and grooming of students becomes the concern of the school if it causes disruption of the educational program or is offensive or inappropriate to others. Students should dress in a manner that takes into consideration the educational environment, safety, health and welfare of others.

Policy 506: Student Discipline

The purpose of this policy is to ensure that students are aware of and comply with the School District's expectations for student conduct. The School District will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

Pledge of Allegiance - Board Policy # 531

The Pledge of Allegiance will be recited daily on the days school is in session. It is the responsibility of every citizen to show proper respect to his/her country and its flag. However, students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag, on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate in a meaningful ceremony. A student who chooses not to participate may either stand or sit, remaining respectfully silent. No homework may be done during this short time.

Policy 514: Bullying

An act of bullying, by either an individual student or a group of students, is expressly prohibited on District property or at school-related functions. 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.

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 co-curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's

educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

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

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

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

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

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

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

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

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the

target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying or cyberbullying, malicious and sadistic conduct, sexual exploitation, 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.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining

agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and
5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources

available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy 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 (See MSBA/MASA Model 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.

Policy 515: Protection and Privacy of Pupil Records

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

Interview of Students by Outside Agencies - Board Policy # 519

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures of access to students by authorized individuals during the school day.

Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.

Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

Policy 526: Hazing Prohibition

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures. Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be 526-2 initiated into or affiliated with a student organization shall be subject to discipline for that act. I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to: 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body. 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student. 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student. 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school. 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not 526-3 represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints

as well. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receive a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be 526-4 subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials, or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law. 526-5 F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to

engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References:

- Minn. Stat. § 121A.031 (School Student Bullying Policy)
- Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
- Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.69 (Hazing Policy)

Cross References:

- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
- MSBA/MASA Model Policy 413 (Harassment and Violence)
- MSBA/MASA Model Policy 506 (Student Discipline) MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
- MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

[Pest Control: \(Parent's Right to Know Act\)](#) (Minn. Stat. §121A.30)

Our school district utilizes a licensed, professional pest control service firm for the prevention and control of rodents, insects, and other pests in and around the district's buildings. The program consists of:

1. inspection and monitoring to determine whether pests are present and whether treatment is needed;
2. recommendations for maintenance and sanitation to help eliminate pests without the need for pest control materials;
3. utilization of non-chemical measures such as traps, caulking and screening; and application of EPA-registered pest control materials when needed.

Pests can sting, bite, cause contamination, damage property, and spread disease; therefore, we must prevent and control them. The long-term health effects on children from the application of such pest control materials, or the class of materials to which they belong, may not be fully understood. All pest control materials are chosen and applied according to the label directions per Federal law.

An estimated schedule of interior pest control inspections and possible treatments is available for review or copying at each school office. A similar estimated schedule is available for application of herbicides and other materials to school grounds. Parents of students may request to receive, at their expense, prior notification of any application of a pest control material, should an application be deemed necessary on a day different from the days specified in the schedule.

Minnesota Statewide Assessment - Student Participation

For Minnesota’s statewide assessments to reflect the full impact of district- and state-level implementation of the applicable standards, as well as district-level success at teaching the standards, it is important for all Minnesota students to take the statewide tests. The impact of this data spans the state, impacts each district, and demonstrates clear trends across time. The data on today’s third graders, for example, helps us understand those same students learning in fifth, ninth, and 12th grade. Also, today’s third graders help us understand every third grade class for years to come, and whether changes to curriculum, efforts toward equity, and emphasis on inclusion make a substantial difference to our students.

In addition, English learners must take the ACCESS and Alternate ACCESS to exit English language instruction. Without these test scores, students will continue to receive English learner services.

[Statewide Assessments: 2023-24 Parent/Guardian Participation Guide and Refusal Information](#) - 8/7/23

This version of the form will be used for the 2023–24 school year.



Elementary Student Handbook

Laurentian Elementary
1409 Progress Parkway
Eveleth, MN 55734
218-735-6201

North Star Elementary
602 Fayal Avenue.
Eveleth, M 55734
218-742-3944

Parkview Elementary
506 North 9th Ave.
Virginia, MN 55792
218-742-3801

Rock Ridge Vision

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

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DISTRICT CALENDAR

Rock Ridge Schools

2022-2023 School Calendar

July					
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

August					T-2
1	2	3	4	5	S-0
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

September					T-20
			1	2	S-19
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

October					T-19
3	4	5*	6	7	S-19
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

November					T-20
	1	2	3	4	S-19
7	8**	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30^			

December					T-17
			1	2	S-17
5	6	7	8	9	
12*	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

January					T-21
2	3	4	5	6	S-20
9	10	11	12	13	
16	17	18	19	20**	
23	24	25	26	27	
30	31				

February					T-19
		1	2	3	S-19
6	7	8	9	10	
13	14	15	16	17	
20	21	22*	23	24	
27	28				

March					T-19
		1^	2	3	S-18
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31**	

April					T-19
3	4	5	6	7	S-19
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

May					T-22
1	2*	3	4	5	S-22
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

June					T-2
			1**	2	S-1
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

	First & Last Pupil Days
	No School
	Early Release Wednesdays
	Student Contact Days
	Teacher Inservice Days
	Conference Exchange Day

*Midterm (Quarter 1)	Oct. 5
**Quarter 1	Nov. 8
*Midterm (Quarter 2)	Dec. 12
**Quarter 2	Jan. 20
*Midterm (Quarter 3)	Feb. 22
**Quarter 3	Mar. 31
*Midterm (Quarter 4)	May 2
**Quarter 4	Jun. 1

^Trimester 1	Nov. 30
^Trimester 2	Mar. 01
^Trimester 3	Jun. 01
Pupil Days	173
Inservice days	7
Teacher Contract Days	180

ARRIVAL AND SCHOOL DISMISSAL

All elementary students are expected to attend school daily and to report to class on time. The start and end times for each building will vary. Please see the chart below for details.

	Drop off time	Start time	End Time	Wednesday Dismissal
Laurentian	7:30 AM	8:05 AM	2:45 PM	1:45 PM
North Star	7:30 AM	8:05 AM	2:45 PM	1:45 PM
Parkview	7:40 AM	8:20 AM	3:10 PM	2:10 PM

If you need to pick up your child during school hours, please contact your school secretary to make arrangements for pick-up. Please do not ask us to send your child home from school unattended. If plans for the care of your child after school should change, please notify our office by 1:30 p.m. These regulations are for the safety of your child. If your child is taking a bus to their after-school destination and is not a regular bus student, the office and bus driver must receive a note.

If for any reason you do not want your child released except for your care, please contact the elementary principal at the beginning of each school year, or when such circumstances arise. You need to put your request in writing.

All Wednesdays are early dismissal with students.

ATTENDANCE - Board Policy #503

ISD 2909 is committed to maximizing instructional time. Students present in class are proven to have higher student achievement and dedication to personal growth. We are continuously striving to improve the academic success and social/emotional learning of our students; school attendance and punctuality are foundational pieces of the process. We ask students, parents, and guardians to partner with us in proactively making attendance a priority every day. These procedures recognize that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. These practices will assist students in attending class.

Minnesota State Law: (a) Every child between seven and 17 years of age must receive instruction unless the child has graduated. Every child under the age of seven who is enrolled in a half-day kindergarten program shall receive instruction except as provided in subdivision 6, a parent may withdraw a child under the age of seven from enrollment at any time. (b) A school district by annual board action may require children subject to this subdivision to receive instruction in summer school. A district that acts to require children to receive instruction in summer school shall establish at the time of its action the criteria for determining which children must receive instruction. (c) A pupil 16 years of age or older who meets the criteria of MN 1234D.68, subdivision 2, may be assigned to an area learning center. Such assignment may be made only after consultation with the principal, area learning center director, and parent or guardian.

ABSENCES

If your child will be absent from school for any reason, please call your schools attendance line. Attendance is taken every school day by 9:00 AM. If your child is absent and we haven't received notice from a parent/guardian, a phone call home will be made. When you are calling the attendance line, please leave the following information:

- Child's Name
- Grade
- Teacher's Name
- Reason for absence
- Length of absence (if known)

Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session. Students are required to make up all assignments or to complete alternative assignments for all absences as deemed appropriate by the classroom teacher.

Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

Teacher's/Supervisor's Responsibility

It is the teacher's/supervisor's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class. It is also the teacher's/supervisor's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's/supervisor's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Administrator's Responsibility

It is the administrator's responsibility to require students to attend all assigned classes.

EXPECTATIONS

Rock Ridge district policy states that students are allowed a maximum of 10 absences per semester course. Absences that are considered exempt in the following chart do not count within the 10 allowable absences. Other days missed, including illnesses not verified by a medical practitioner will count towards a student's maximum number of allowable absences. Under no condition shall a student leave the school without permission from the nurse or office administration. If a student leaves without permission, he/she will be considered truant. Once permission has been granted, the student must sign out in the office. While the teacher/school should remind families of excessive absenteeism, it is the responsibility of the parent/guardian to be responsible for tracking their child's absences by checking the student information system or asking the office for support.

EXEMPT Absences Do Not Count Towards 10	EXCUSED Absences Count Towards 10	UNEXCUSED Absences Count Towards 10
<p>Documented Medical Code M for Medical</p> <ul style="list-style-type: none"> - Appointments w/ Medical Note - Illness & Injuries w/ Medical Note - School Nurse Recommendation <p>School Related Activities Code S for School Excused</p> <ul style="list-style-type: none"> - School Related Assessment - Sport/Activity Participation - College Visits w/ Documentation - Career Visits w/Documentation <p>Administrative Referral Code I for I</p> <ul style="list-style-type: none"> - In School Suspension <p>Code O for OSS</p> <ul style="list-style-type: none"> - Out of School Suspension <p>Discretion of Administration Code X for Exempt</p> <ul style="list-style-type: none"> - Prior Approval Required - Community Service - Funerals of Immediate Family - Documented Legal Concerns - Religious/Cultural Observance 	<p>Undocumented Medical Code AE for Absence Excuse</p> <ul style="list-style-type: none"> - Illness - Injury - Appointments w/out Documentation - Serious Illness of Family <p>Physical Emergencies Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Fire or Similar Disturbance - Weather Related <p>Funerals Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Non-Immediate Family <p>Family Leave/Vacations Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Please make every effort to communicate with your teacher prior to your absence <p>Non-School Related Activities Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Community Activities <p>Unforeseen Circumstances Code AE for Absence Excuses</p> <ul style="list-style-type: none"> - Oversleeping - Transportation Trouble <p>Once a student has reached 10 cumulative excused/unexcused absences in a semester, all future absences will be coded as unexcused unless it is considered exempt.</p>	<p>Uncleared Absences Code AU for Absence</p> <ul style="list-style-type: none"> - Any absence that is not cleared by a parent/guardian within 24 hours <p>Truancy/Educational Neglect Code TR for Truancy/Educational Neglect</p> <ul style="list-style-type: none"> - Any absence in which a student leaves the building without parent/guardian notification - Any absence in which a student is not in the assigned location without prior notification <p>Once a student has reached 10 cumulative excused/unexcused absences in a semester, all future absences will be coded as unexcused unless it is considered exempt.</p>

OVER TEN CUMULATIVE ABSENCES

The purpose of attendance interventions is to reengage students with the school community. We recognize the students and families may be struggling with a variety of concerns and we recognize the need to work together to reengage students with the positive supports a school community can offer. Research shows that students connected to school are less likely to miss classes and more likely to graduate on time.

Students in grades K-8 with 10 or more absences will be enrolled in our Check & Connect mentoring program and/or referred to county truancy or educational neglect resources.

NOTIFICATIONS

Daily

Daily notifications will be sent via electronic systems for all absences not cleared by a parent/guardian.

Continuing Truant (3 Unexcused Absences)

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse (unexcused absence) within a single school year for:

1. Three days if the child is in elementary school

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardians.

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201.

Habitual Truant (7 Unexcused Absences)

A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.

- A principal shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.
- Once a student has reached 7 excused or unexcused absences, a formal notification will be provided to the student and his/her guardian. This notification will be generated only one time per semester regardless of additional absences. A student who has missed 7 or more days will result in a parent/guardian conference with administration to discuss absenteeism and possible interventions.

BIRTHDAYS

Please let the teacher know if you would like to send treats to class to celebrate your child's birthday. **All treats must be commercially made, as home-baked items cannot be given to students due to state health regulations.** We request that you send any party invitations to students through the mail instead of passing them out at school. It is easy for feelings to be hurt unintentionally when invitations are distributed at school.

BREAKFAST

The school cafeteria will be offering a daily breakfast program for those students who would like to participate. Students wishing to eat a school breakfast should go directly to the cafeteria upon arrival to **finish eating by the time school starts.** When students are finished, they are expected to empty their tray and go directly outside for morning recess or to their classroom depending on the time. Students are not to remain in the cafeteria to socialize.

BULLYING - Board Policy # 514

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, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

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

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

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

The term “bullying” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
 - F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
 - G. "Prohibited conduct" means bullying or cyberbullying, malicious and sadistic conduct, sexual exploitation, 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.

IV. REPORTING PROCEDURE

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

prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

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

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy 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 (See MSBA/MASA Model 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.

BUS TRANSPORTATION

1. The bus driver has complete authority on the bus.
2. The school bus does not stop, nor does it wait for students who are not out at their designated school bus pick up location. Students who miss their bus through their own negligence must find their own transportation to or from school.
3. Students must ride their assigned bus to and from school unless administrative approval is granted. A written request must be made by a parent and the office must sign the request.
4. Students must board and leave their bus at the location designated by the district.
5. Permanent changes to the bus transportation (i.e. moving or change in before/after school care) must be made at least one week in advance by filling out a Transportation Change Request Form. Forms are available online or by contacting the office.

District Policy: Bus drivers will report serious and/or continued violations to the administration. Parents or guardians will be notified by letter. Transportation may be denied a student by school authorities for repeated or flagrant violation of bus rules. **NOTE: All School District Policies remain in effect while riding a school bus.**

CELLPHONES AND PERSONAL DEVICES

Personal communication devices/cellphones are to be turned off and put in backpack, unless under the direct supervision of faculty and associated with learning. The District accepts no responsibility for loss or damage to personally owned devices brought to school by students.

Students using phones or electronic devices without authorization for the first time will be asked to surrender his/her phone to the teacher and can pick up the phone at the end of the day. The second time the phone will need to be picked up by a parent/guardian in the main office. The third time there will be a meeting with the administration to create a personal electronics plan/contact.

CHILD ABUSE AND NEGLECT

District employees are required by law to immediately report evidence of child physical or sexual abuse, neglect, or emotional maltreatment to the Child Protection Unit of St. Louis County Social Services. Any person who is required to report this evidence and willfully fails to do so will be guilty of a misdemeanor. At the same time, any person who reports child physical or sexual abuse, neglect, or emotional maltreatment is immune from civil or criminal liability. The purpose of reporting such an incident is not to accuse or punish anyone but to help ensure that the situation does not continue.

CODE OF CONDUCT - Board Policy # 506

Code of Conduct: We believe that students and staff have a right to be safe, a right to be treated kindly, and a right to learn. To help ensure that these rights are upheld, we have adopted policies and procedures to give our students directions and set the limits which must be maintained to offer an effective learning environment. While each teacher will display his/her own set of classroom rules, the conduct guidelines that follow are implemented school wide.

	Respect for <i>People</i>	Respect for <i>Space</i>	Respect for <i>Learning</i>
School	<ul style="list-style-type: none"> • Follow directions from adults • Treat others with respect. • Accept responsibility for your choices. 	<ul style="list-style-type: none"> • Caring for property of school and others. • Keep our school clean. 	<ul style="list-style-type: none"> • Respect of the learning of others • Be prepared with homework and supplies
Hallways	<ul style="list-style-type: none"> • Voices off/low • Hands to Self 	<ul style="list-style-type: none"> • Walk behind the person in front of you • Keep to the right side of the hallway 	<ul style="list-style-type: none"> • Do not disturb learning
Common Spaces	<ul style="list-style-type: none"> • Respect other's space • Appropriate voices 	<ul style="list-style-type: none"> • Value property / clean-up / help out • Stay in one place 	<ul style="list-style-type: none"> • Move in orderly fashion • Walking feet • Stay on task
Bathrooms	<ul style="list-style-type: none"> • Quiet - no visiting • Lock doors when in use • Flush • Wash hands with soap • Let teachers know if there is problem 	<ul style="list-style-type: none"> • One person per stall • Follow the arrows on the floor • Leave it as clean as you found it • Respect others privacy / space • Use space appropriately 	<ul style="list-style-type: none"> • Do not disturb learning
Cafeteria	<ul style="list-style-type: none"> • Respect all adults • Clean up after yourself • Use manners • Welcome all to the table 	<ul style="list-style-type: none"> • Stay at your space • Walking feet • Remain seated • Inside voices • Push in your chairs 	<ul style="list-style-type: none"> • Keep the space tidy • Stay on task
Playground / Outside	<ul style="list-style-type: none"> • Take turns • Include others • Line up when called • Show good sportsmanship • Keep hands to self 	<ul style="list-style-type: none"> • Stay off the rocks. • Stay within the boundaries • Respect the equipment • Play space 	<ul style="list-style-type: none"> • Do not disturb classrooms

Disciplinary Action for Inappropriate Behavior:

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district.

Consequences for inappropriate behavior may include but are not limited to:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation;
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-School suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act; 506-8
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act and/or
- T. Other disciplinary action as deemed appropriate by the school district.

All students are protected under the Pupil Fair Dismissal Act. Students involved in suspension or possible expulsion will be given a copy of this document which outlines the steps the school district will be taking and defines the students' rights. Parents/guardians of students who have not been involved in suspension/expulsion situation who wish to view the Pupil Fair Dismissal Act may contact the school principal. Nothing in this handbook is intended to conflict with the Pupil Fair Dismissal Act or school board policy #506.

DIGITAL TOOLS

Rock Ridge Public Schools uses a variety of digital tools to support student learning. Technology vendors and software is utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world. We have an inventory of our curriculum, testing, and assessment tools posted <https://rrps.org/digital-tools/> and include an outline of the student data elements within each tool.

This list is maintained and communicated annually to all families at the start of the school year. Please reach out to Bill Bryson (bill.bryson@rrps.org) for additional questions regarding specific digital tools used in classrooms.

DRESS CODE - Board Policy # 504

While it has become obvious nation-wide that dress codes are almost impossible to maintain, we credit our Rock Ridge families for the neat, appropriate attire of our students! Our school is a place for the business of education, and students' grooming and dress should be appropriate to the school setting, as well as appropriate for the season and the weather. Any apparel, hair style, cosmetics, or jewelry — even if not specifically mentioned which poses a threat to the health or safety of the student or others, or

disrupts the educational process is not acceptable. Inappropriate body markings and clothing at school and school related activities includes, but is not limited to the following:

1. Clothing that exposes the midriff or chest, intentional exposure of undergarments or undergarments that are worn as outer garments, and other clothing that is not in keeping with community standards. "Short shorts," spaghetti strap tank tops, tops that expose the midriff. See-through or sexually suggestive apparel, which exposes the body in an inappropriate or suggestive manner.
2. Wearing of masks or costumes (except those necessary for COVID protection), painted faces, disguises or grooming that limits or prevents the identification of a student or substantially disrupts the learning environment.
3. Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse/discrimination, or which promote or advertise alcohol, chemicals, tobacco, or any other product that is illegal for use by minors. Clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or gangs.
4. Hats are not allowed to be worn in the building.

Students disregarding the dress code will be sent to the office. A parent may be asked to bring in alternate clothing or the student may use clothing available in the nurse's office.

Please do not send your child to school in flip-flop type shoes or shoes with wheels. These are unsafe while children are going up and down the school stairs and running around on the playground.

Enforcement of the dress code is under the discretion of School Staff & Administration.

EMERGENCY SCHOOL CLOSING

School will be open every day unless prevented by severe weather or other emergency or facility issues. In this event, an announcement will be made early in the morning via the district's instant alert system. This system will also alert you, by an automated phone message, to any school closings due to inclement weather.

In addition to an instant Alert System, the radio and TV stations listed below will announce information concerning the Rock Ridge Public Schools if school is cancelled in the morning. The same stations will announce early dismissals due to severe weather or other emergencies.

Radio	Television
WEVE 97.9 FM 1340 AM	KDLH TV3
WTBX 93.9FM	KBJR TV6
Radio USA 99.9 FM	WDIO TV10
KMFG 106.3 FM KMFG/WMFG 1240 AM WNMT 650 AM	

HAZING - Board Policy #526

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures. Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.
- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be 526-2 initiated into or affiliated with a student organization shall be subject to discipline for that act. I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to: 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body. 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a

restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student. 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student. 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school. 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not 526-3 represent that it will provide supervision or assume liability at these locations and events.
- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or a charter school.
- F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. **REPORTING PROCEDURES**

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receive a report of hazing prohibited by this policy shall inform the building

report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be 526-4 subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. **SCHOOL DISTRICT ACTION**

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials, or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately

discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law. 526-5 F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References:

- Minn. Stat. § 121A.031 (School Student Bullying Policy)
- Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
- Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.69 (Hazing Policy)

Cross References:

- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
- MSBA/MASA Model Policy 413 (Harassment and Violence)
- MSBA/MASA Model Policy 506 (Student Discipline) MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
- MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

HEALTH SERVICES

There is a health office located within each elementary school that is staffed by a nurse. The Health Service nurse is trained in CPR and First Aid. Students with special health problems should notify the school office and the nurse. Students are to report to the Nurse's Office if they are ill with a pass from their teacher. Students must go to the nurse's office for evaluation and a phone call to their parents before being sent home. Students must check out of the office if leaving school at any time. **Students may not call home to leave without first checking in and getting approval from the nurse or the office.**

Accidents

Accidents in school, on the school grounds or occurring at a school event must be reported to the nurse and the principal. The student's health status will be assessed as to the degree of injury and treatment needed. Health service personnel will administer basic first aid.

If an injury needs further medical/dental assessment and/or treatment, parents will be called to transport their child to the health care facility of their choice. If parents cannot be reached, the designated individual on the emergency card will be called. Parents are responsible for the choice of treatment sought.

In the event of a life-threatening accident or emergency requiring immediate attention, parents will be notified by telephone as to the student's condition. The student will be transported by school vehicle or ambulance to the medical /dental facility designated by the parent. If the parents cannot be reached, the school authorities will use their judgment in calling an ambulance or the child's physician/dentist per the Emergency Card information. If a parent does not approve of the aforementioned plan, he/she must designate in writing what they would like done and have it on file in the nurse's office.

Immunizations

As required by Minnesota Statutes Section 121A.15, children enrolled in a Rock Ridge Public Schools must receive immunizations required per the Minnesota School Immunization Law. Proof of immunizations must be provided prior to the student's first date of attendance. All students entering grade 7 must show proof of 2 MMR vaccines, a series of 3 Hepatitis B vaccines, 1 Tdap vaccine, 3 polio vaccines, 1 Meningococcal vaccine and 2 Varicella vaccines or certify that the student had chicken pox. If immunization is medically contraindicated or if a parent or guardian wishes to be exempt based on beliefs from one or more immunization requirements, then section 2 of the "Student Immunization Form" available on our school website must be completed and provided to the school health office. Students not in compliance will not be allowed to attend school.

Medication Procedure

Students may not have any over the counter or prescription medication with them at any time. If a student may need medication at some point, a parent or guardian must fill out a "Consent for Administration of Medication During School Hours" to be kept on file with the nurse. The medication, whether prescription or over the counter, MUST be in its original bottle and must have the student's full name either on a prescription label or written on the over the counter bottle. The medication will then be kept in the office for dispensation as needed. Parents/guardians are responsible for providing and refilling medication.

Elementary Nursing Offices

Laurentian Nurse: 218-735-6206
North Star Nurse: 218-744-7711
Parkview Nurse: 218-742-3821

INTERVIEW OF STUDENTS BY OUTSIDE AGENCIES - Board Policy # 519

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures of access to students by authorized individuals during the school day.

Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.

Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

LOCKERS - Board Policy # 502

The 1995 Omnibus Crime Act creates a statewide school policy. It provides that it is the policy of the State of Minnesota that:

“School lockers are the property of Rock Ridge Public Schools. At no time does the Rock Ridge District relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.”

1. STUDENTS ARE RESPONSIBLE FOR ALL CONTENTS CONTAINED IN THEIR LOCKERS.
2. STUDENTS ARE ADVISED NOT TO LEAVE MONEY OR OTHER VALUABLES IN THEIR LOCKERS.
3. Students found tampering with another person's locker will be liable for in-school suspension.
4. STUDENTS ARE NOT TO CHANGE LOCKERS.
5. Students will be expected to honor a request by the administration to open his/her locker for inspection. Should a student refuse to honor the request, the school reserves the right to cut the lock on the student's locker.

LOST AND FOUND

There is a lost and found table located within each elementary school building. Items are displayed, and those not claimed are disposed of. It's a good idea to mark your child's belongings, as many valuable pieces of clothing and equipment are turned in and never claimed.

LUNCH/RECESS

The cafeteria is a place for students to eat their lunches and visit with their classmates. Students are expected to remain seated at one table with their class. Students spend about 20 minutes of their lunch period eating their lunches and the remaining time outside on the playground. Students are supervised in

the cafeteria and on the playground by lunchroom aides. Students are encouraged to participate in our well-balanced, hot lunch program.

All parents are encouraged to complete the school lunch paperwork as part of the educational funding for our school is calculated according to how many of our students' parents complete free and reduced school meal forms and then qualify for free and reduced-price school meals.

Students are not to remove food items from the cafeteria and bring outside onto the playground.

PERSONAL PROPERTY

Students are not to bring to school personal property that is not directly related to class work (example: cell phones, video games, music devices, cameras, money in excess of a student's daily needs), as safe storage is a concern. **Rock Ridge Public Schools will not be responsible for lost or stolen items.**

PEST CONTROL: (PARENT'S RIGHT TO KNOW ACT)

Our school district utilizes a licensed, professional pest control service form for the prevention and control of rodents, insects, and other pests in and around the district's buildings. The program consists of:

1. inspection and monitoring to determine whether pests are present and whether treatment is needed;
2. recommendations for maintenance and sanitation to help eliminate pests without the need for pest control materials;
3. utilization of non-chemical measures such as traps, caulking and screening; and application of EPA-registered pest control materials when needed.

Pests can sting, bite, cause contamination, damage property, and spread disease; therefore, we must prevent and control them. The long-term health effects on children from the application of such pest control materials, or the class of materials to which they belong, may not be fully understood. All pest control materials are chosen and applied according to the label directions per Federal law.

An estimated schedule of interior pest control inspections and possible treatments is available for review or copying at each school office. A similar estimated schedule is available for application of herbicides and other materials to school grounds. Parents of students may request to receive, at their expense, prior notification of any application of a pest control material, should an application be deemed necessary on a day different from the days specified in the schedule.

PETS

Students and parents are **not** to bring pets to school.

PLEDGE OF ALLEGIANCE - Board Policy # 531

The Pledge of Allegiance will be recited daily on the days school is in session. It is the responsibility of every citizen to show proper respect to his/her country and its flag. However, students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag, on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate in a meaningful ceremony. A student who chooses not

to participate may either stand or sit, remaining respectfully silent. No homework may be done during this short time.

PTA

We have great PTAs at each Rock Ridge elementary school! The Parent/Teacher Association does wonderful things for our students and staff! The groups coordinate lucrative fundraisers, run Book Fairs, fund class field trips, provide treats for school parties, and honor and appreciate our teachers. Join your school's PTA.... it's a great way to get involved! Contact your child's elementary school office for more information.

SEXUAL, RELIGIOUS, RACIAL HARASSMENT & VIOLENCE POLICY - Board Policy # 413

Everyone at Rock Ridge Public Schools has a right to feel respected and safe. Consequently, we want to familiarize you with our policy to prevent religious, racial or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:

1. name calling, jokes or rumors
2. pulling on clothing
3. graffiti
4. notes or cartoons
5. unwelcome touching of a person or clothing
6. offensive or graphic posters or book covers or
7. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If any words or actions make a student feel uncomfortable or fearful, he/she needs to tell a teacher, a counselor, the principal or the Human Rights Officer, who is the School Nurse. Students may also make a written report. The student's right to privacy will be respected as much as possible. We take all reports seriously and will take appropriate actions based on the reports. The school district will also take action if anyone tries to intimidate the victim or take action to harm him/her because he/she reported the situation.

This is just a summary of the Rock Ridge School District's policy against religious, racial and sexual harassment and violence. Complete copies are available in the Superintendent's office. Remember: Religious, racial and sexual harassment and violence are against the law! For more information contact:
School Nurse, Human Rights Officer,
Rock Ridge Public Schools
411 Fifth Avenue South
Virginia, MN 55792

749-5437, extension 1918

STUDENTS TECHNOLOGY RESOURCES & INTERNET POLICY - Board Policy # 524

A copy of the *Technology Resource Acceptable Use Policy* is available on the school district website. iPad Handbooks are also available on the district web site or may be obtained from the Roosevelt Office. **Students are not allowed access to school computers or devices until their signature pages have been signed by both the student and a parent or guardian and returned to school.**

TESTING

In a world of increasing system accountability, schools are being asked how well they are educating their students and how their students compare with students in other schools. To help measure our system's accountability and to give parents/students an idea of how we're doing, students at Rock Ridge participate in a computer testing program called STAR 360. These tests measure academic progress in reading and math. Students in grades 3-6 also participate in the Minnesota State MCA testing each spring.

WEAPONS POLICY - Board Policy # 501

Bringing a dangerous weapon on school property is a violation of Minnesota law. It is a serious violation called a felony. You may not possess a dangerous weapon at any time on school property.

A dangerous weapon can be many things. It includes guns, switchblades, brass knuckles, nun-chucks, certain liquids and pellet guns. It does not matter, for instance, whether the gun is loaded or unloaded. A dangerous weapon includes any device or instrument designed as a weapon or through its use is capable of producing great bodily harm or death.

Possession on school property includes on a school bus, at a bus stop, on school property, on any property leased by a school and whether the school is public or private. It also includes off campus locations where school hosted activities are taking place.

Violation of the terms of Minnesota law will result in penalties including expulsion from school in addition to statutory penalties, which include significant fines and prison.

+Please keep this handbook for future reference.

Listed Policies:

- Policy 413: Harassment and Violence:*
The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. Rock Ridge Public Schools prohibits any form of religious, racial or sexual harassment and violence.
- Policy 501: Weapons Policy:*
The purpose of this policy is to assure a safe school environment for students, staff and the public.
- Policy 502: Search of student lockers, desks, personal possessions, and student's person:*
The purpose of this policy is to provide for a safe and healthful educational environment by enforcing Rock Ridge Public School's policies against contraband.
- Policy 503: Attendance:*
- A. The Board of Education of Rock Ridge Public Schools believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between students and establishes regular habits of dependability important to the future of the student. The purpose of to encourage regular school attendance. It is intended to be positive and not punitive.
 - B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.
- Policy 504: Student Dress and Appearance:*
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.
- Policy 506: Student Discipline:*
The purpose of this policy is to ensure that students are aware of and comply with Rock Ridge Public Schools' expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. Rock Ridge Public Schools will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.
- Policy 514: Bullying:*
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 students' ability to learn and teachers' ability to educate students in a safe environment. Rock Ridge Public Schools 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, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline 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, and other similar disruptive behavior.
- Policy 520: Student Surveys:*
Occasionally Rock Ridge Public Schools utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.
- Policy 524: Student Technology Use Agreement Policy:*
The term "Technology Resource(s)" includes, but is not limited to: computer hardware and software, Internet, web-pages, instant messaging systems, networks, telephones, pagers, scanners, printers, digital cameras, photocopy and facsimile machines and all communications and information communicated thereby, including e-mail and voice-mail and all communications and information transmitted by, received from, entered into, or stored in these resources. The term "District" refers to the Rock Ridge Public Schools, Independent School District #2909. The term "user(s)" includes all Rock Ridge Public Schools, Independent School District #2909 faculty/staff members, students, and any other person who may use or access the Technology Resources belonging to the District.

For a list of all board policies, please refer to the webpage below:

<http://rrps.org/school-board/school-board-policies/>

We will have equal opportunities for students.

Philosophy:

- Rock Ridge is committed to having students thrive and grow as unique individuals.
- Rock Ridge acknowledges, accepts, and embraces that our students and staff live in a community of adults and students.
- Rock Ridge is committed to creating a community that embraces a diversity of thought and action

Resources:

- Student diversity group
- Relationship building
- MSHSL: Together We Make a Difference
- Dr. Martin Luther King Day and Inclusivity Week (Jan. 16-20)
- Traditional discipline measures (suspensions, detentions, time-outs) and options for Restorative Circles, justice, discipline, practices
- Staff restorative conversations
- Mental health consultation
- Equity literacy
- Anonymous Reporting
- Anti-racism policies
- Positive Community Norms
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- [Link inserted here in blue color](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> • Some students will have equal access and opportunities to all academic classes, including after school activities • Some students will thrive and grow as unique individuals • Some students and staff acknowledge, accept, and embrace that we live in a community of adults and students • Some students and staff create a community that embraces a diversity of thought and action 	<ul style="list-style-type: none"> • Most students will have equal access and opportunities to all academic classes, including after school activities • Most students will thrive and grow as unique individuals • Most students and staff acknowledge, accept, and embrace that we live in a community of adults and students • Most students and staff create a community that embraces a diversity of thought and action 	<ul style="list-style-type: none"> • All students will have equal access and opportunities to all academic classes, including after school activities • All students will thrive and grow as unique individuals. • All students and Staff acknowledges, accepts, and embraces that we live in a community of learners • All students and staff create a community that embraces a diversity of thought and action 	<ul style="list-style-type: none"> • Student access and opportunities to all academic classes, including after school activities, exceeds all expectations • Students thriving and growing as unique individuals exceeds all expectations • Students and staff acknowledging, accepting, and embracing that we live in a community of learners exceeds all expectations • Students and staff create a community that embraces diversity of thought and action which exceeds all expectations

Kids feel safe. Have pride. Parents and staff feel safe. Have pride. Students feel safe and be safe
Consistent celebration of diversity, school wide
Recognizing utilizing different staff. Intentional hiring and retention for diversity.
Tracking of complaints, grievances, etc. (End of year check) (Physical box). No behavioral issues related to diversity, Less discipline referrals
Curriculum multicultural. Intentional curriculum. Curriculum embedded with diversity. We have a desire to share culture. Respect for languages

Leading Indicator

- Student attendance
- Inclusive Classes
- Tracking Discipline
- Participation in athletics, activities
- Consistently integrating activities and celebrations
- Consistently bringing in speaker and staff development activities
- Hiring specific individuals (teams) for equity
- Embedding multicultural curriculum
- Calendars with special events listed
- Safe and anonymous reporting methods
- Having a budget and following it

Our Students and Staff will have and demonstrate the skills to be respectful of individuals from other cultures and backgrounds

Philosophy:

- Rock Ridge acknowledges and appreciates we live in an increasingly diverse community.
- Rock Ridge believes we are stronger together.
- Rock Ridge believes we should appreciate and celebrate our differences and similarities.

Resources:

- Student diversity group
- Relationship building
- MSHSL: Together We Make a Difference
- Dr. Martin Luther King Day and Inclusivity Week (Jan. 16-20)
- Traditional discipline measures (suspensions, detentions, time-outs) and options for Restorative Circles, justice, discipline, practices
- Staff restorative conversations
- Mental health consultation
- Equity literacy
- Anonymous Reporting
- Anti-racism policies
- Positive Community Norms
- [Link inserted here in blue color](#)

- [Link inserted here in blue color](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> • Some students and Staff appreciate and celebrate our differences and similarities • Some students and staff will be culturally competent and appreciate we live in an increasingly diverse community • Some students and staff will believe and act that we are stronger together 	<ul style="list-style-type: none"> • Most students and Staff appreciate and celebrate our differences and similarities • Most students and staff will be culturally competent and appreciate we live in an increasingly diverse community • Most students and staff will believe and act that we are stronger together 	<ul style="list-style-type: none"> • All Students and Staff appreciate and celebrate our differences and similarities • All our students and staff will be culturally competent and appreciate we live in an increasingly diverse community • All our students and staff will believe and act that we are stronger together 	<ul style="list-style-type: none"> • Students and Staff appreciating and celebrating our differences and similarities will exceed expectations • Our students and staff who are culturally competent and appreciative that we live in an increasingly diverse community will exceed expectations • Our students and staff who believe and act that we are stronger together will exceed expectations

Kids feel safe. Have pride. Parents and staff feel safe. Have pride. Students feel safe and be safe
Consistent celebration of diversity, school wide
Recognizing utilizing different staff. Intentional hiring and retention for diversity.
Tracking of complaints, grievances, etc. (End of year check) (Physical box). No behavioral issues related to diversity, Less discipline referrals
Curriculum multicultural. Intentional curriculum. Curriculum embedded with diversity. We have a desire to share culture. Respect for languages

Leading Indicators

- Student attendance
- Inclusive Classes
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- Participation in athletics, activities
- Consistently integrating activities and celebrations
- Consistently bringing in speaker and staff development activities
- Hiring specific individuals (teams) for equity
- Embedding multicultural curriculum
- Calendars with special events listed
- Safe and anonymous reporting methods
- Having a budget and following it



**AMENDMENT
EXTENSION OF TERM**

This Amendment ("Amendment"), between Teachers On Call, a Kelly Education Company® ("TOC"), with its principal offices located at 3001 Metro Drive, Suite 200, Bloomington, MN 55425, and Rock Ridge Public Schools ("Customer"), is for the purpose of extending the term of their Agreement.

RECITALS

- A. TOC and Customer entered into Agreement Renewal ("Agreement"), dated August 1, 2021.
- B. The term of the Agreement expires on July 30, 2023.
- C. TOC and Customer wish to modify the Agreement to extend the term of the Agreement, as set forth below.

AGREEMENT

TOC and Customer therefore agree as follows:

- 1. **Extension of Term.** The term of the Agreement is extended until July 30, 2025, unless terminated earlier, as set forth in the Agreement.
- 2. **Miscellaneous.** This Amendment will become effective when both parties have signed it. The date on which the last party has signed this Amendment (as indicated by the date associated with that party's signature) will be deemed the date of this Amendment. TOC and Customer restate all other provisions of the Agreement and agree that all such provisions remain in effect.

Teachers On Call, a Kelly Education Company ®

Rock Ridge Public Schools

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

STATE OF MINNESOTA

MINNESOTA STATE COLLEGES AND UNIVERSITIES

CONCURRENT ENROLLMENT CONTRACT

This contract is by and between ***Rock Ridge Public Schools; 1403 Progress Parkway; Virginia, MN 55792*** (hereinafter DISTRICT) and the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of ***Lake Superior College, 2101 Trinity Road, Duluth, MN 55811*** (hereinafter MINNESOTA STATE).

WHEREAS, the DISTRICT has a need for a specific service; and

WHEREAS, MINNESOTA STATE, is empowered to enter into contracts pursuant to Minnesota Statutes, Chapter 136F; and

WHEREAS, The Concurrent Enrollment or College in the Schools (CITS) program is available as part of the Post-Secondary Enrollment Option program in accordance with Minn. Stat. § 124D.09 and Minnesota State Board Policy 3.5 which governs the implementation of the Post-Secondary Enrollment Options program by system colleges and universities. Concurrent Enrollment allows high school students to earn both high school and college credit for classes offered through a high school and taught by a high school teacher; and.

NOW, THEREFORE, it is agreed:

1. DUTIES OF MINNESOTA STATE. The MINNESOTA STATE agrees to provide the following:

Lake Superior College (LSC) CITS Staff shall:

- Lake Superior College will work cooperatively and in partnership with high school personnel and students to process registrations, validate course competencies, and transcribe grades.
- Adhere to all Minnesota State, Higher Learning Commission (HLC), and National Alliance of Concurrent Enrollment Partnerships (NACEP) policies and standards.
- Complete credential review process of high school instructors according to guidelines from Minnesota State Colleges and Universities Policy 3.32 found on the MinnState website: <https://www.minnstate.edu/system/asa/academicaffairs/cfc/>
- Communicate student eligibility requirements to the school district.
- Process CITS registrations and send class lists to high school as soon as the registrations are complete.
- Adjust records for student in accordance with add/drop and withdrawal policies.
- Maintain registration, waiver, and grade records for all completed CITS classes.
- Work with each high school to ensure that CITS class lists are correct and that all grades are submitted and transcribed.
- Provide to CITS students and partners access to online information to include information on LSC's student conduct code, academic and student support services, registration policies, transcript requests, and more.

Lake Superior College Instructor Mentors shall:

- Collaborate with the high school CITS instructor to clarify approved college course outline and outcomes, to create a syllabus for each course, and to verify the syllabus meets college criteria.
- Extend invitations to CITS teachers to participate in appropriate campus-based faculty development activities.
- Meet regularly (face-to-face, email, telephone or via other technology) with high school CITS instructor and monitor assignments, exams, projects, and instructional effectiveness to ensure course meets the learning outcomes in the LSC course outline.

- Make at least one visit per course if requested by the high school instructor.
- Provide current college text information, course outlines, sample syllabi, sample exams, assignments, and exercises for the high school CITS teacher's use.
- Provide instructors who have taught the course previously with copies of new course outlines, new calendars, schedules, or other information as courses change.
- Create records of site visits and course evaluations per NACEP accreditation requirements.
- Support CITS instructors, giving additional time and attention to instructors new to the program.

2. DUTIES OF DISTRICT. The DISTRICT agrees to provide the following:

High School Instructors, Administrators, and Staff shall:

- Ensure students meet minimum CITS eligibility requirements as stated in Lake Superior College policy 3.5: <https://www.lsc.edu/policies/3-5-post-secondary-enrollment-option/>
- Provide qualified faculty to teach concurrent courses at the high school.
- Provide all needed books, supplies and materials for each course.
- Abide by the policies and procedures (e.g. add/drop, withdraw, course alignment) detailed in the CITS handbooks available at <https://www.lsc.edu/become-a-student/college-in-the-schools/college-in-the-schools-handbooks/>.
- Notify parents/students of CITS course offerings and student eligibility.
- To the extent possible, provide counseling services to students and their parents/guardian before students enroll in CITS courses to ensure awareness of risks and possible consequences of enrollment.
- Collaborate with LSC staff to administer Accuplacer test to potential CITS students and/or provide relevant test scores or GPA to assure compliance with PSEO eligibility requirements.
- Ensure completion of LSC registration forms and verify class rosters.
- Assign final, whole letter grades to each student on the class rosters provided by LSC's CITS staff and share grades with LSC CITS staff for recording.
- Meet regularly (face-to-face, email, telephone or via other technology) with LSC faculty mentor.
- Collaborate with LSC faculty to align course syllabi, assignments, grading, and assessments and ensure each course meets the LSC learning outcomes.
- Provide LSC CITS staff with a copy of each course's syllabus for transfer purposes.
- Assist LSC staff in administering course evaluations for each CITS course in keeping with NACEP accreditation requirements.
- Participate in professional development opportunities offered by LSC in keeping with NACEP accreditation requirements.

3. CONSIDERATION AND TERMS OF PAYMENT.

- a. Consideration for all services performed and goods or materials supplied by MINNESOTA STATE pursuant to this contract shall be paid by the DISTRICT as follows: The DISTRICT shall pay Three thousand and 00/100 dollars (\$3,000.00) per course per teacher. If one teacher teaches multiple sections, it is one fee; if more than one teacher is assigned to separate sections of the same course, there is an additional fee to be paid by the DISTRICT of Three thousand and 00/100 dollars (\$3,000.00) per teacher. The billing date for courses is October 31, 2023 with payment by the DISTRICT due 30 days later. (See attachment A for course and cost details).
There is no cost to the student.
- b. Terms of Payment. LAKE SUPERIOR COLLEGE will bill for courses by October 31, 2023 with payment by DISTRICT due 30 days later.

4. TERM OF CONTRACT. This contract shall be effective on ***June 1, 2023, or upon the date that the final required signature is obtained by MINNESOTA STATE***, whichever occurs later, and shall

remain in effect until **June 30, 2024** or until all obligations set forth in this contract have been satisfactorily fulfilled, whichever occurs first.

5. CANCELLATION. This contract may be canceled by the DISTRICT or MINNESOTA STATE at any time, with or without cause, upon thirty (30) days written notice to the other party. In the event of such a cancellation, the MINNESOTA STATE shall be entitled to payment, determined on a pro rata basis, for work or services satisfactorily performed.

6. AUTHORIZED REPRESENTATIVES.

a. The DISTRICT'S Authorized Representative for the purposes of administration of this contract is:

Name: Dr. Noel Schmidt
Title: Superintendent
Address: 1403 Progress Parkway; Virginia MN 55792
Telephone: 218-742-3901
E-Mail: noel.schmidt@rrps.org

b. MINNESOTA STATE 'S Authorized Representative for the purposes of administration of this contract is:

Name: Stephanie Wainionpaa
Title: College in the Schools Director
Address: 2101 Trinity Road, Duluth MN 55811
Telephone: 218-733-5916
E-Mail: stephanie.wainionpaa@lsc.edu

Each authorized representative shall have final authority for acceptance of services of the other party and shall have responsibility to ensure that all payments due to the other party are paid pursuant to the terms of this contract.

7. ASSIGNMENT. Neither the DISTRICT nor MINNESOTA STATE shall assign or transfer any rights or obligations under this contract without the prior written approval of the other party.

8. LIABILITY. Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The STATE's liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes sections 3.732 and 3.736, et seq., and other applicable law.

9. AMERICANS WITH DISABILITIES ACT COMPLIANCE (hereinafter "ADA"). The DISTRICT is responsible for complying with the Americans with Disabilities Act, 42 U. S. C. 12101, et. seq. and regulations promulgated pursuant to it. MINNESOTA STATE IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

10. AMENDMENTS. Any amendments to this contract shall be in writing and shall be executed by the same parties who executed the original contract or their successors in office.

11. GOVERNMENT DATA PRACTICES ACT. The requirements of Minnesota Statutes § 13.05, subd. 11 apply to this contract. The DISTRICT and MINNESOTA STATE must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by MINNESOTA STATE in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by the DISTRICT in accordance with this contract.

The civil remedies of Minnesota Statutes §13.08 apply to the release of the data referred to in this clause by either the DISTRICT or MINNESOTA STATE. In the event the DISTRICT receives a request to release the data referred to in this clause, the DISTRICT must immediately notify MINNESOTA STATE. MINNESOTA STATE will give the DISTRICT instructions concerning the release of the data to the requesting party before the data is released.

The parties additionally acknowledge that the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g and 34 C.F.R. 99, apply to the use and disclosure of education records that are created or maintained under this agreement.

12. JURISDICTION AND VENUE. This contract shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this contract, or the breach thereof, shall be located only in the state or federal court with competent jurisdiction in Ramsey County, Minnesota.
13. STATE AUDITS. The books, records, documents, and accounting procedures and practices of the DISTRICT relevant to this contract shall be subject to examination by the contracting department and the Legislative Auditor.
14. FORCE MAJEURE. No party to this Contract shall be responsible for any delays or failure to perform any obligation under this Contract due to acts of God, strikes or other disturbances, including, without limitation, war, insurrection, embargoes, governmental restrictions, acts of governments or governmental authorities, and any other cause beyond the control of such party. During an event of force majeure the parties' duty to perform obligations shall be suspended.
15. OTHER PROVISIONS. (Attach additional page(s) if necessary): NONE.

The rest of this page intentionally left blank. Signature page to follow.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.

APPROVED:

1. MINNESOTA STATE COLLEGES AND UNIVERSITIES

Lake Superior College

By (authorized signature)
<small>DocuSigned by:</small> <i>Linda Kingston</i>
<small>Title</small> VP Academic and Student Affairs
<small>Date</small> 6/12/2023 7:47:55 PM CDT

2. DISTRICT certifies that the appropriate person(s) have executed the contract on behalf of DISTRICT as required by applicable articles, by-laws, resolutions, or ordinances.

By (authorized signature)
<small>Title</small> Superintendent, Rock Ridge
<small>Date</small>

By (authorized signature)
<small>Title</small>
<small>Date</small>

3. AS TO FORM AND EXECUTION: Lake Superior College

By (authorized college/university/system office initiating agreement)
<small>Title</small>
<small>Date</small>

Attachment A - 2023-2024 LSC CITS COURSES**Cost: \$6,000.00**

The following courses will be covered under this Concurrent Enrollment Agreement:

Course	Course Title	Cr	HS Instructor	Term
BIOL 1009	Forensic Biology	3	Strasser, Tim	Fall
BIOL 1170	Microbiology	3	Strasser, Tim	Spring

Rock Ridge Public School District

District Name Rock Ridge High School
District # 2909
CITS Contact Tricia Harsila
CITS Contact Email tricia.harsila@rrps.org
Principal Mark Winter
Principal Email Mark.winter@rrps.org
Superintendent Dr. Noel Schmidt
Superintendent Email noel.schmidt@rrps.org

Certificate Of Completion

Envelope Id: 623CC373C6704944836D09DDDAAF514C	Status: Sent
Subject: Complete with DocuSign: LSC CITS Contract - Rock Ridge AY2024.docx	
Source Envelope:	
Document Pages: 6	Signatures: 1
Certificate Pages: 5	Initials: 0
AutoNav: Enabled	Envelope Originator:
Envelope Stamping: Enabled	Michael Francisco
Time Zone: (UTC-06:00) Central Time (US & Canada)	30 7th St E Ste 350
	Saint Paul, MN 55101
	michael.francisco@lsc.edu
	IP Address: 204.77.44.52

Record Tracking

Status: Original	Holder: Michael Francisco	Location: DocuSign
6/12/2023 9:36:18 AM	michael.francisco@lsc.edu	

Signer Events

Linda Kingston
 linda.kingston@lsc.edu
 VP Academic and Student Affairs
 Lake Superior College
 Security Level: Email, Account Authentication (None)

Signature

DocuSigned by:

 E8FEFB02A317472...
 Signature Adoption: Pre-selected Style
 Using IP Address: 35.148.118.141

Timestamp

Sent: 6/12/2023 9:39:09 AM
 Viewed: 6/12/2023 7:47:47 PM
 Signed: 6/12/2023 7:47:55 PM

Electronic Record and Signature Disclosure:
 Accepted: 6/12/2023 7:47:47 PM
 ID: ace584a6-76b6-4f17-b08b-7b8ff0a997e4

Noel Schmidt
 noel.schmidt@rrps.org
 Superintendent, Rock Ridge
 Rock Ridge Public Schools
 Security Level: Email, Account Authentication (None)

Sent: 6/12/2023 7:47:57 PM
 Viewed: 6/13/2023 1:08:22 PM

Electronic Record and Signature Disclosure:
 Accepted: 6/13/2023 1:08:22 PM
 ID: 8adfee17-1007-4366-93a5-355e846acd2e

Nickoel Anderson
 nickoel.anderson@lsc.edu
 Security Level: Email, Account Authentication (None)

Electronic Record and Signature Disclosure:
 Not Offered via DocuSign

In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
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Envelope Sent	Hashed/Encrypted	6/12/2023 9:39:09 AM
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Payment Events	Status	Timestamps
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Electronic Record and Signature Disclosure

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Minnesota State Colleges and Universities (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Minnesota State Colleges and Universities:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: michael.noble-olson@minnstate.edu

To advise Minnesota State Colleges and Universities of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at michael.noble-olson@minnstate.edu and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from Minnesota State Colleges and Universities

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to michael.noble-olson@minnstate.edu and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Minnesota State Colleges and Universities

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an email to michael.noble-olson@minnstate.edu and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

By selecting the check-box next to 'I agree to use electronic records and signatures', you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Minnesota State Colleges and Universities as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Minnesota State Colleges and Universities during the course of your relationship with Minnesota State Colleges and Universities.

F.Y. 2024	Cost Center	Obj. Code	Amount	Vendor #	P.O. #
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STATE OF MINNESOTA

MINNESOTA STATE COLLEGES AND UNIVERSITIES

MINNESOTA NORTH COLLEGE

INCOME CONTRACT

FOR POSTSECONDARY ENROLLMENT OPTIONS (PSEO) BY CONTRACT

This contract is by and between Rock Ridge Public School, ISD #2909; 1405 Progress Parkway, Virginia, MN 55792 (hereinafter "SCHOOL DISTRICT") and the State of Minnesota, acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Minnesota North College (hereinafter "COLLEGE/UNIVERSITY"). This contract does not apply to concurrent enrollment courses.

WHEREAS, the SCHOOL DISTRICT has a need for a specific service provided by COLLEGE/UNIVERSITY in accordance with Minnesota Statutes §124D.09 and Minnesota State Board Policy 3.5 and System Procedure 3.5.1; and applicable COLLEGE/UNIVERSITY policies.

WHEREAS, the COLLEGE/UNIVERSITY, is empowered to enter into income contracts pursuant to Minnesota Statutes, Chapter 136F;

NOW, THEREFORE, it is agreed:

- I. DUTIES OF SCHOOL DISTRICT. The SCHOOL DISTRICT agrees to provide the following:
 - a. Perform all duties as required by the Postsecondary Enrollment Options Act (M.S. 124D.09) (Attachment A) and Minnesota State Board Policy 3.5 and System Procedure 3.5.1 (Attachment B).

- II. DUTIES OF COLLEGE/UNIVERSITY. COLLEGE/UNIVERSITY agrees to provide the following:
 - a. Perform all duties as required by the Postsecondary Enrollment Options Act (M.S. 124D.09) (Attachment A) and Minnesota State Board Policy 3.5 and System Procedure 3.5.1 (Attachment B).

- III. DUTIES OF COLLEGE/UNIVERSITY and SCHOOL DISTRICT. Both the SCHOOL DISTRICT and the COLLEGE/UNIVERSITY agree to:
 - a. Perform all duties as required by the Postsecondary Enrollment Options Act (M.S. 124D.09) (Attachment A) and Minnesota State Board Policy 3.5 and System Procedure 3.5.1 (Attachment B); and all other duties as stipulated in Attachment C.

IV. CONSIDERATION AND TERMS OF PAYMENT.

A. Consideration for all services performed by the COLLEGE/UNIVERSITY pursuant to this contract shall be paid by the SCHOOL DISTRICT limited to the courses listed in Attachment D as follows:

1) The SCHOOL DISTRICT will be invoiced by the COLLEGE/UNIVERSITY at the respective academic year rate for tuition, fees, and textbook rental per credit hour per student as follows.

Academic Year	Rate
2023-24	\$236.30

2) Additional fees required for students to complete course(s) shall be negotiated between the two parties and described here.

3) Other non-required costs related to course specific software and tools are the responsibility of the student and described here.

B. Terms of Payment. Payments shall be made by the SCHOOL DISTRICT as follows:

1) Invoices will be sent by the COLLEGE/UNIVERSITY to the SCHOOL DISTRICT by December 1, 2023 in the fall and May 1, 2024 in the spring.

2) Payments to the COLLEGE/UNIVERSITY by the SCHOOL DISTRICT for the tuition/fees/textbooks charge for each semester will be made within thirty (30) days of the SCHOOL DISTRICT receiving the invoice.

V. TERM OF CONTRACT. This contract shall be effective on August 21, 2023, **or upon the date that the final required signature is obtained by the COLLEGE/UNIVERSITY, whichever occurs later**, and shall remain in effect until June 12, 2024, or until all obligations set forth in this contract have been satisfactorily fulfilled, whichever occurs first. The COLLEGE/UNIVERSITY understands that NO work should begin under this contract until ALL required signatures have been obtained, and the COLLEGE/UNIVERSITY is notified to begin work by the SCHOOL DISTRICT's Authorized Representative.

This agreement is effective for the 2023-2024 Academic Year(s).

VI. CANCELLATION. This contract may be canceled by the COLLEGE/UNIVERSITY or the SCHOOL DISTRICT at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, the COLLEGE/UNIVERSITY shall be entitled to payment, determined on a pro rata basis, for work or services satisfactorily performed.

VII. AUTHORIZED REPRESENTATIVES.

THE COLLEGE/UNIVERSITY'S AUTHORIZED REPRESENTATIVE. The COLLEGE'S Authorized Representative for the purposes of administration of this contract is:

Name: Richard Kangas, Associate Vice President of Student Affairs
Address: 1851 East Highway 169, Grand Rapids, MN 55744
Telephone: 218.322.2319
E-Mail: richard.kangas@minnesotanorth.edu
Fax: 218-322-2325

THE SCHOOL DISTRICT'S AUTHORIZED REPRESENTATIVE. The SCHOOL DISTRICT'S Authorized Representative for the purposes of administration of this contract is:

Name: Noel Schmidt
Address: 1405 Progress Parkway, Virginia, MN 55792
Telephone: 218-742-3960
E-Mail: noel.schmidt@rrps.org
Fax: 218-742-3901

The SCHOOL DISTRICT'S Authorized Representative shall have final authority for acceptance of the COLLEGE/UNIVERSITY services and, if such services are accepted as satisfactory, shall so certify on each invoice submitted pursuant to Clause II, paragraph B.

VIII. ASSIGNMENT. The SCHOOL DISTRICT shall neither assign nor transfer any rights or obligations under this contract without the prior written consent of the COLLEGE/UNIVERSITY.

IX. LIABILITY. Each party will be responsible for its own acts and behavior and the results thereof. The COLLEGE/UNIVERSITY and the SCHOOL DISTRICT's liability is governed by the Minnesota Tort Claims, Act, Minn. Stat. § 3.736, and other applicable laws.

X. AMERICANS WITH DISABILITIES ACT COMPLIANCE (hereinafter "ADA"). The SCHOOL DISTRICT is responsible for complying with the ADA Act, 42 U. S. C. 12101, et seq. and regulations promulgated pursuant to it for educational services it provides to its students. The COLLEGE/UNIVERSITY will inform students of support services available at COLLEGE/UNIVERSITY but IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

XI. AMENDMENTS. Any amendments to this contract shall be in writing and shall be executed by the same parties who executed the original contract or their successors in office.

XII. GOVERNMENT DATA PRACTICES ACT. Both parties must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by either party in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by either party in accordance with this contract. The civil remedies of Minnesota Statutes Section 13.08, apply to the release of the data referred to in this Article by either the SCHOOL DISTRICT or the COLLEGE/UNIVERSITY. In the event either party receives a request to release the data referred to in this Article, the receiving party must immediately notify the other and receive instructions from the other party concerning the release of the data to the requesting party before the data is released.

XIII. JURISDICTION AND VENUE. This contract shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this contract, or the breach thereof, shall be in the state or federal court with competent jurisdiction in St. Louis County, Minnesota.

XIV. AUDITS. The books, records, documents, and accounting procedures and practices of either party relevant to this contract shall be subject to examination by the contracting department and the Legislative Auditor for the COLLEGE/UNIVERSITY and the State Auditor for the SCHOOL DISTRICT.

XV. OTHER PROVISIONS. (Attach additional page(s) if necessary):

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.

APPROVED:

1. MINNESOTA STATE COLLEGES AND UNIVERSITIES

Minnesota North College

By (authorized college/university/office of the chancellor initiating agreement)
Title: AVP of Student Affairs
Date:

2. SCHOOL DISTRICT:

School District certifies that the appropriate person(s) have executed the contract on behalf of the School District as required by applicable articles, by-laws, resolutions, or ordinances.

By (authorized signature)
Title:
Date:



School Nutrition Programs Renewal of Food Service Management Contract School Year 2023-24

Food service management contracts that started in 2019-20 or later may be renewed for the 2023-24 contract year if both parties have mutually agreed to renew.

Federal regulations for the National School Lunch Program (NSLP), at 7 Code of Federal Regulations section 210.16 and Minnesota Statutes section 123B.52, allow a food service management contract to be renewed for a term not to exceed one year for up to four renewals (a total of five years including the original contract).

This renewal document must be used to meet NSLP requirements and for contract payments to be allowable costs to the nonprofit school food service. No changes may be made to this renewal document without preapproval by the Minnesota Department of Education (MDE), except for the information required to be inserted by the school food authority.

1. Definitions

“SFA” is the school food authority (school district, nonpublic school or residential child care organization) contracting for food service management.

SFA: Rock Ridge Public Schools

Cyber-Linked Interactive Child Nutrition Systems (CLICS) Identification Number: 2000010379

“Company” is the company providing food service management to School.

Company: INAC, inc.

“Original contract” is the first year of the food service management contract, which was competitively procured and specified the terms for contract renewals.

The original contract was for school year 22-23.

2. Renewal of Contract

SFA and Company mutually agree to renew the original contract for the term indicated below, not to exceed one year.

This is the 2nd year of the contract, counting the original year of the contract and renewals.

Start Date for Renewed Contract: 7/1/2023 End Date for Renewed Contract: 6/30/2024

3. Adjusted Meal Prices

SFA and Company have mutually agreed to 2023-24 prices or fees as shown below. The maximum amount that 2023-24 prices or fees may be increased is 8.8 percent (Consumer Price Index (CPI-U), Food Away from Home, Midwest Region, for the twelve months ending December 2022).

Check one:

- Fixed Meal Price Contract – Prices are adjusted as shown below.
- Cost-Reimbursable Contract – Fees are adjusted as shown below.

The fixed price(s) or fixed administrative fee(s), and the calculation of the revised price(s) or fee(s), are shown below:

Meal Service	2022-23 Price or Fee	Percent Increase (maximum 8.8%)	2023-24 Price or Fee
Bkf	\$.182	3 %	\$.187
Lunch	\$.194	3 %	\$.200
A la Carte	\$.162	3 %	\$.167
Aftr Sch Snk/Milk	\$.059	3 %	\$.061

4. Meal Equivalency Factor

The meal equivalency factor for school year 2023-2024, used to determine the number of lunches that the a la carte food service revenue is equivalent to for billing purposes, is \$4.95.

5. Value of USDA Foods

Contract prices do not take into account the value of USDA Foods that Company will receive during the contract year. Company will continue to credit SFA for USDA Foods received for the renewed contract year.

At the time that this contract renewal is sent to MDE, the SFA must include a completed Reconciliation of Credits for USDA Foods form to show that USDA Foods have been fully credited during the 2022-23 contract year.

6. Non-Financial Adjustments

- No material changes have been made since the original contract.
- Minor non-financial adjustments for renewal, if any, are described here:

Independent Price Determination Certificate

Both the SFA and the FSMC shall execute this Independent Price Determination Certificate.

INAC. inc.

Name of FSMC

Rock Ridge Public Schools

Name of SFA

By submission of this offer, the FSMC certifies, and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:

1. The prices in this offer have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other FSMC or with any competitor.
2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed to the FSMC and will not knowingly be disclosed by the FSMC prior to opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other FSMC for the purpose of restricting competition.
3. No attempt has been made or will be made by the FSMC to induce any person or firm to submit or not submit an offer for the purpose of restricting competition.

Each person signing this offer on behalf of the FSMC certifies that:

1. He or she is the person in FSMC's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to 1 through 3 above; or
2. He or she is not the person in FSMC's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate in any action contrary to 1 through 3 above, and as their agent does hereby certify; and he or she has not participated, and will not participate, in any action contrary to 1 through 3 above.

To the best of my knowledge, this FSMC, its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any government agency and have not in the last three years been convicted of or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:

_____	Registered Dietitian/Owner	_____
Signature of FSMC's Authorized Representative	Title	Date

In accepting this offer, the SFA certifies that no representative of the school food authority has taken any action that may have jeopardized the independence of the offer referred above.

_____	Superintendent	_____
Signature of SFA Authorized Representative	Title	Date

INSTRUCTIONS FOR DEBARMENT CERTIFICATION FORM

1. By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower-tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower-tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted to obtain a copy of those regulations.
5. The prospective lower-tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower-tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions," without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, search the records on the System for Award Management (SAM). [View the SAM website.](#)
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies as appropriate, including suspension and/or debarment.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

LOWER-TIER COVERED TRANSACTIONS

This certification is required by the regulations implementing Executive Order 12549, Executive Order 12689, and 31 U.S.C. 6101; Debarment and Suspension, 2 CFR Part 417, Subpart C, Responsibilities of Participants Regarding Transactions Doing Business with Other Persons.

(Please read instructions on next page before completing Certification.)

1. The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Company Name: INAC. inc.

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Polly A. Podpeskar RDN/Owner

Signature: _____

Date: _____

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a federal contract, the making of any federal grant, the making of a federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment or modification of a federal contract, grant, loan or cooperative agreement;
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.
4. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Company Name: INAC. inc.

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Polly A. Podpeskar RDN/Owner

Signature: _____

Date: _____

7. Revised Program Requirements

Company agrees to meet all SNP requirements including requirements that become effective during the renewed contract year.

8. Termination

Either party may terminate the contract for cause as allowed in the original contract. The contract may be terminated for (no cause) if the partners mutually agree to terminate for convenience.

SIGNATURES

School Food Authority: Rock Ridge Public Schools

Address: 1405 Progress Parkway

Authorized Representative: Dr. Noel Schmidt

Title: Superintendent

Signature: _____

Date: _____

School Food Authority Contact: Dr. Noel Schmidt

Title: Superintendent

Phone: 218-749-5437

Email: _____

Company: INAC, inc.

Address: 908 8th Street South

Authorized Representative: Polly A. Podpeskar RDN

Title: Registered Dietitian/Owner

Signature: _____

Date: _____

Company Contact: Polly A. Podpeskar RDN

Title: Registered Dietitian/Owner

Phone: 218-780-1994

Email: pollypods@yahoo.com