



AGENDA  
REGULAR MEETING  
ROYALTON BOARD OF EDUCATION  
EARLY CHILDHOOD ENTRANCE FOYER, ENTER DOOR #1  
120 SOUTH HAWTHORN STREET  
ROYALTON, MN 56373  
FEBRUARY 27, 2023  
6:00 PM

1. **Call to Order**
2. **Pledge to Flag**
3. **Roll Call**
4. **Board Chair Comments**
5. **Approval of Agenda**
6. **Appreciation, Recognition and Presentations**
7. **Recognition of Citizens for Input Purposes**
8. **Reports/News**
  - a. Board Committee Report
  - b. Superintendent Report
  - c. Business Manager Report 3
  - d. Principal Report
  - e. Athletic Director
9. **Consent Agenda Approval**

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

  - a. Approval of Regular Board Meeting Minutes 01.23.23 9
  - b. Claims, Accounts and Financial 15  
Approve accounts payable and receivables, and employee reimbursements as attached and approve all other financial reports as presented.
  - c. Approval of Resignations 21
  - d. Approval of Retirement 22
  - e. Approval of New Hires 23  
The Royalton School Board will approve the following hires based upon the findings of each individual's background check, licensure status, and discipline report from the MN Department of Education.
10. **Discussion/Information/Action Items**
  - a. Middle School/High School Course Handbook 24
  - b. Approval of Donations by Resolution 96
  - c. Approval of Grants by Resolution 97
  - d. Approval of the 2023 BPA Request for Nationals 98
  - e. Approval of Coaching Placement Request 99

f. Approval of the 2023-2024 School Calendar	100
g. Approval of District Office FTE	111
h. Approval of Potential Teacher PD Day for Inclement Weather	120
i. Policy Readings	
1. First Policy Reading	121
414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse	
415 - Mandated Reporting of Maltreatment of Vulnerable Adults	
514 - Bullying Prohibition Policy	
515 - Protection and Privacy of Pupil Records	
521 - Student Disability Nondiscrimination	
531 - The Pledge of Allegiance	
2. Second Policy Reading	223
516 - Student Medication	
722 - Public Data Request	
3. Approval of Second Policy Reading (final reading due to minor changes)	236
401- Equal Employment Opportunity	
412 - Expense Reimbursement	
502 - Search of Student Lockers, Desks, Personal Possessions, and Student's Person	
620 - Credit for Learning	
4. Approval of Third Policy Reading	247
613 - Graduation Requirements	
<b>11. Upcoming Meeting Schedule</b>	
1. Wednesday, March 8th, 2:00 PM Policy Meeting	
2. Tuesday, March 21st, Noon Finance Meeting	
3. Monday, March 27th, 6:00 PM Regular Board Meeting	
12. Closed Meeting for Negotiation Strategies as permitted by MN Statute Section 13D.03	
13. <b>Adjournment</b>	



# ROYALTON PUBLIC SCHOOLS

*Home of the Royals*

RESPECT · HONESTY · INTEGRITY · LEADERSHIP · ACCOUNTABILITY · SERVICE

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

## FY23 FEBRUARY – BUDGET UPDATES



**A LOOK**  
*at the*  
**BUDGET**

# ENROLLMENT

**FY23 Adopted Budget: 920 ADM**

**As of February 13, 2023:**

**Enrollment: 946 ADM**

# REVENUES

## REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

ROYALTON | January 31, 2023

REVENUE CATEGORIES										January 31,		
	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	January 31, 2023	January 31, 2022	January 31, 2021
STATE	8,485,614	8,706,214	9,070,610	9,537,855	4,591,929	4,478,681	50.62%	49.71%	44.23%	263,997	4,327,931	3,752,876
FEDERAL	562,863	740,079	498,000	501,891	213,261	284,739	42.82%	34.25%	64.30%	(40,240)	253,501	361,910
PROPERTY TAXES	707,849	921,774	710,609	320,200	0	710,609	0.00%	0.18%	93.18%	(1,643)	1,643	659,551
LOCAL SALES, INS RECOVERY & JUDGEMENTS	16,885	41,182	38,400	82,064	78,724	(40,324)	205.01%	83.11%	77.95%	44,499	34,226	13,162
SALE OF BONDS & LOANS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	193,806	331,672	258,010	707,963	616,591	(358,581)	238.98%	72.10%	58.56%	377,449	239,142	113,487
<b>TOTALS</b>	<b>9,967,018</b>	<b>10,740,921</b>	<b>10,575,629</b>	<b>11,149,973</b>	<b>5,500,505</b>	<b>5,075,124</b>	<b>52.01%</b>	<b>45.21%</b>	<b>49.17%</b>	<b>644,061</b>	<b>4,856,443</b>	<b>4,900,987</b>

# EXPENDITURES

EXPENDITURES (PROGRAM SERIES)							January 31, 2023	January 31, 2022	January 31, 2021	Current YTD vs. PYTD	January 31, 2022	January 31, 2021
	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
SITE ADMINISTRATION	361,675	397,922	417,692	438,610	245,491	172,201	58.77%	52.57%	52.00%	36,311	209,180	188,085
DISTRICT ADMINISTRATION	232,642	263,764	207,062	273,224	183,162	23,900	88.46%	57.82%	51.95%	30,642	152,520	120,865
SUPPORT SERVICES	347,394	395,362	488,157	504,589	286,184	201,973	58.63%	61.65%	60.22%	42,439	243,745	209,210
REGULAR INSTRUCTION	4,252,393	4,435,760	4,527,835	4,592,724	2,088,909	2,438,926	46.13%	46.46%	43.47%	28,276	2,060,633	1,848,376
EXTRA-CURRICULAR ACTIVITIES	422,966	537,657	387,345	531,411	342,317	45,029	88.38%	48.60%	35.03%	81,028	261,288	148,177
VOCATIONAL INSTRUCTION	86,044	204,454	149,583	200,470	118,105	31,478	78.96%	41.37%	39.32%	33,517	84,588	33,834
SPECIAL EDUCATION	1,284,881	1,367,343	1,300,451	1,395,579	575,091	725,360	44.22%	38.40%	34.31%	50,014	525,077	440,782
COMMUNITY SERVICES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	434,199	559,543	454,327	513,975	325,585	128,742	71.66%	36.56%	63.27%	121,032	204,553	274,717
PUPIL SUPPORT SERVICES	669,017	994,887	650,270	946,533	607,583	42,687	93.44%	48.64%	44.05%	123,708	483,875	294,696
FACILITIES	1,330,337	1,576,339	1,722,947	1,987,334	1,268,262	454,685	73.61%	51.15%	59.80%	462,016	806,245	795,479
OTHER FINANCING USES	81,389	90,882	95,000	145,950	121,293	(26,293)	127.68%	123.69%	182.59%	8,884	112,409	148,609
<b>TOTALS</b>	<b>9,502,937</b>	<b>10,823,914</b>	<b>10,400,670</b>	<b>11,530,398</b>	<b>6,161,980</b>	<b>4,238,689</b>	<b>59.25%</b>	<b>47.53%</b>	<b>47.38%</b>	<b>1,017,868</b>	<b>5,144,113</b>	<b>4,502,830</b>

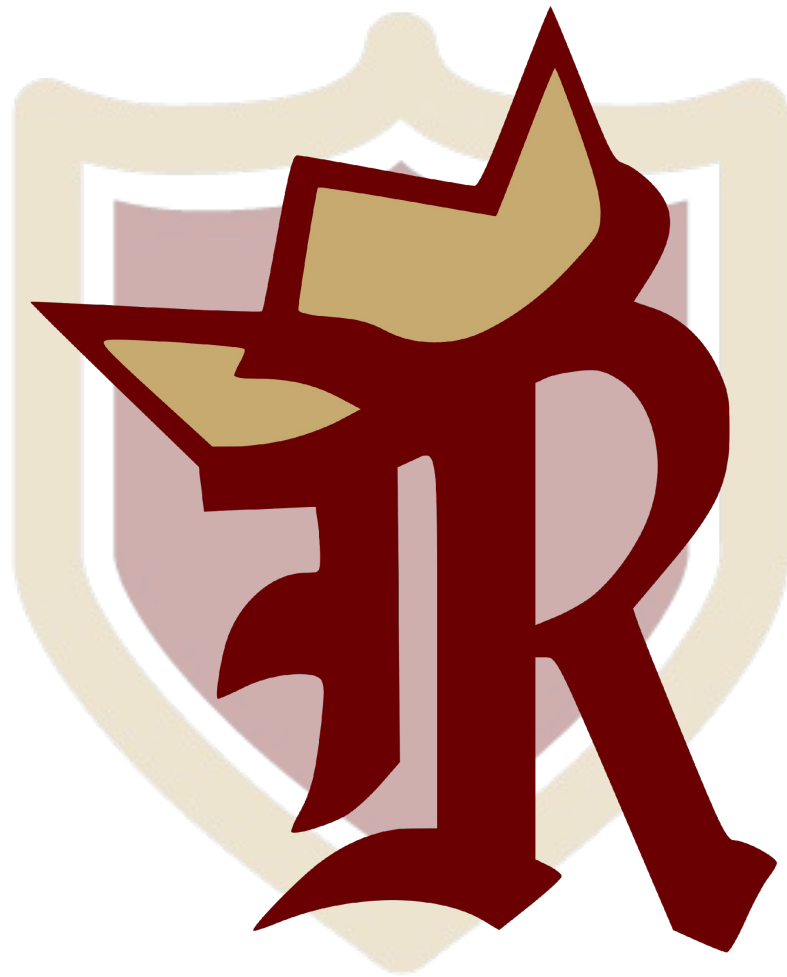
# REVENUES & EXPENDITURES

Revenues are 644K ahead of where we were in FY22

- Primarily from biennium increase
- Additional ADM's
- This is less the 10% holdback

Expenditures are 1M ahead of FY22 Pace

- Primarily due to early purchases of Capital Equipment. This will average out throughout the year
- Purchased services are up do to staff coverage



**Thank you!**

## Regular Meeting

Monday, January 23, 2023 6:00 PM

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

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

### 1. Call to Order

### 2. Pledge to Flag

### 3. Roll Call

### 4. Board Chair Comments

### 5. Approval of Agenda

#### Action(s):

Motion to Approve Agenda as Amended and Add 10m.  
MOU to the Non-Union Agreement. This motion, made  
by Tyra Baumann and seconded by Angela Roering,  
Passed.

#### Voting Detail:

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

**Voting Summary:** Yea: 6, Nay: 0

### 6. Appreciation, Recognition and Presentations

**Discussion:** Liz Wateland was recognized for her  
Teaching Excellence with special needs students  
and June Brezinka for her hard work and  
dedication as an Interim Transportation Director.

### 7. Recognition of Citizens for Input Purposes

### 8. Reports/News

8.a. Board Committee Report

8.b. Superintendent Report

8.c. Business Manager Report

8.d. Principal Report

8.e. Athletic Director

9. **Consent Agenda Approval**

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

**Action(s):**

Approval of All Items on Consent Agenda. This motion, made by Tyra Baumann and seconded by Randy Hackett, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

9.a. Approval of Truth in Taxation Meeting Minutes  
12.20.22

9.b. Approval of Regular Board Meeting Minutes  
12.20.22

9.c. Approval of Organizational Meeting Minutes  
01.09.23

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

9.e. Approval of Resignations

9.f. Approval of New Hires

9.g. \$494 Grant Award from Minnesota State High School League Foundation

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

10.a. Sign MOU Golf

**Action(s):**

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

**Voting Detail:**

Tyra Baumann: Abstain (With Conflict)  
Lucas Boyd: Yea  
Randy Hackett: Yea  
Rian Hofstad: Yea  
Angela Roering: Yea  
Maria Traut: Yea

**Voting Summary:** Yea: 5, Nay: 0, Abstain (With Conflict): 1

10.b. Approval of Donations by Resolution

**Action(s):**

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

**Voting Detail:**

Tyra Baumann: Yea  
Lucas Boyd: Yea  
Randy Hackett: Yea  
Rian Hofstad: Yea  
Angela Roering: Abstain (With Conflict)  
Maria Traut: Yea

**Voting Summary:** Yea: 5, Nay: 0, Abstain (With Conflict): 1

10.c. IRS Mileage Reimbursement

**Action(s):**

Motion to Approve IRS Mileage Reimbursement. This motion, made by Rian Hofstad and seconded by Tyra Baumann, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

10.d. Changing from MetLife/Carrier change

**Action(s):**

Motion to Approve Changing from MetLife/Carrier. This motion, made by Tyra Baumann and seconded by Angela Roering, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

10.e. Nutrition Services Options

**Action(s):**

Motion to Approve Nutrition Services Options. This motion, made by Angela Roering and seconded by Tyra Baumann, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

**Discussion:** Start the process in March until the end of the school year. We will bring the discussion back and see how it went to see if we need to make any changes.

10.f. Building Safety Update

10.g. Track and Field Options

10.h. 1.0 Additional High School FTE Presentation

**Action(s):**

Motion to Approve a 1.0 Additional High School FTE Position. This motion, made by Randy Hackett and seconded by Tyra Baumann, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

10.i. Deep Portage Approval

**Action(s):**

Motion to Approve Deep Portage Trip for the 7th Grade Class in March. This motion, made by Angela Roering and seconded by Tyra Baumann, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

10.j. Spanish Trip Approval

**Action(s):**

Motion to Approve Spanish Costa Rica Trip in 2024. This motion, made by Tyra Baumann and seconded by Randy Hackett, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

10.k. School Closing Makeup Days

**Action(s):**

Motion to Approve School Closing Makeup Days for the Teachers on June 5th and 6th of 2023. This motion, made by Angela Roering and seconded by Maria Traut, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

10.1. Policy Readings

10.1.1. First Policy Reading

10.1.2. Approval of Second Policy Reading (final reading due to minor changes)

**Action(s):**

Motion to Approve 721 Uniform Grant Policy Reading due to minor changes. This motion, made by Randy Hackett and seconded by Tyra Baumann, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

10.m. As Amended to Add MOU Non-Union Agreement

**Action(s):**

Motion to Approve the MOU to Non-Union Agreement. This motion, made by Randy Hackett and seconded by Tyra Baumann, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

11. Upcoming Meeting Schedule

**Discussion:** We will add a Close Session after the Regular Meeting on February 27th, 2023 for negotiations.

12. Adjournment

**Action(s):**

The meeting was adjourned at 9:03pm. This motion, made by Tyra Baumann and seconded by Maria Traut, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

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Board Secretary

# REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

ROYALTON | January 31, 2023

REVENUE CATEGORIES						January 31, 2023	January 31, 2022	January 31, 2021			Current YTD vs. PYTD	January 31, 2022	January 31, 2021
	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received				
STATE	8,485,614	8,706,214	9,070,610	9,537,855	4,591,929	4,478,681	50.62%	49.71%	44.23%	263,997	4,327,931	3,752,876	
FEDERAL	562,863	740,079	498,000	501,891	213,261	248,739	42.82%	34.25%	64.30%	(40,240)	253,501	361,910	
PROPERTY TAXES	707,849	921,774	710,609	320,200	0	710,609	0.00%	0.18%	93.18%	(1,643)	1,643	659,551	
LOCAL SALES, INS RECOVERY & JUDGEMENTS	16,885	41,182	38,400	82,064	78,724	(40,324)	205.01%	83.11%	77.95%	44,499	34,226	13,162	
SALE OF BONDS & LOANS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
LOCAL (FEES, INTEREST, ETC.)	193,806	331,672	258,010	707,963	616,591	(358,581)	238.98%	72.10%	58.56%	377,449	239,142	113,487	
<b>TOTALS</b>	<b>9,967,018</b>	<b>10,740,921</b>	<b>10,575,629</b>	<b>11,149,973</b>	<b>5,500,505</b>	<b>5,075,124</b>	<b>52.01%</b>	<b>45.21%</b>	<b>49.17%</b>	<b>644,061</b>	<b>4,856,443</b>	<b>4,900,987</b>	

EXPENDITURES (OBJECT SERIES)						January 31, 2023	January 31, 2022	January 31, 2021			Current YTD vs. PYTD	January 31, 2022	January 31, 2021
	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended				
SALARIES & WAGES	5,756,121	6,082,205	6,159,525	6,302,029	2,957,422	3,202,103	48.01%	45.11%	44.96%	213,708	2,743,714	2,587,988	
EMPLOYEE BENEFITS	1,609,710	1,683,469	1,766,065	1,810,607	864,960	901,095	48.98%	49.00%	45.76%	40,011	824,949	736,623	
PURCHASED SERVICES	1,135,091	1,620,551	1,277,078	1,805,428	1,107,481	169,597	86.72%	49.84%	41.27%	299,771	807,710	468,502	
SUPPLIES	476,459	867,155	613,108	833,564	575,514	37,594	93.87%	48.58%	51.74%	154,241	421,272	246,525	
EQUIPMENT	449,049	527,519	512,700	659,169	575,951	(63,251)	112.34%	58.92%	94.65%	265,113	310,838	425,023	
DEBT SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OTHER EXPENDITURES	76,507	43,014	72,203	65,705	26,754	45,449	37.05%	82.83%	49.89%	(8,875)	35,629	38,169	
OTHER FINANCING USES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
<b>TOTALS</b>	<b>9,502,937</b>	<b>10,823,914</b>	<b>10,400,670</b>	<b>11,476,500</b>	<b>6,108,082</b>	<b>4,292,587</b>	<b>58.73%</b>	<b>47.53%</b>	<b>47.38%</b>	<b>963,970</b>	<b>5,144,113</b>	<b>4,502,830</b>	

EXPENDITURES (PROGRAM SERIES)						January 31, 2023	January 31, 2022	January 31, 2021			Current YTD vs. PYTD	January 31, 2022	January 31, 2021
	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended				
SITE ADMINISTRATION	361,675	397,922	417,692	438,610	245,491	172,201	58.77%	52.57%	52.00%	36,311	209,180	188,085	
DISTRICT ADMINISTRATION	232,642	263,764	207,062	273,224	183,162	23,900	88.46%	57.82%	51.95%	30,642	152,520	120,865	
SUPPORT SERVICES	347,394	395,362	488,157	504,589	286,184	201,973	58.63%	61.65%	60.22%	42,439	243,745	209,210	
REGULAR INSTRUCTION	4,252,393	4,435,760	4,527,835	4,592,724	2,088,909	2,438,926	46.13%	46.46%	43.47%	28,276	2,060,633	1,848,376	
EXTRA-CURRICULAR ACTIVITIES	422,966	537,657	387,345	531,411	342,317	45,029	88.38%	48.60%	35.03%	81,028	261,288	148,177	
VOCATIONAL INSTRUCTION	86,044	204,454	149,583	200,470	118,105	31,478	78.96%	41.37%	39.32%	33,517	84,588	33,834	
SPECIAL EDUCATION	1,284,881	1,367,343	1,300,451	1,395,579	575,091	725,360	44.22%	38.40%	34.31%	50,014	525,077	440,782	
COMMUNITY SERVICES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INSTRUCTIONAL SUPPORT	434,199	559,543	454,327	513,975	325,585	128,742	71.66%	36.56%	63.27%	121,032	204,553	274,717	
PUPIL SUPPORT SERVICES	669,017	994,887	650,270	946,533	607,583	42,687	93.44%	48.64%	44.05%	123,708	483,875	294,696	
FACILITIES	1,330,337	1,576,339	1,722,947	1,987,334	1,268,262	454,685	73.61%	51.15%	59.80%	462,016	806,245	795,479	
OTHER FINANCING USES	81,389	90,882	95,000	145,950	121,293	(26,293)	127.68%	123.69%	182.59%	8,884	112,409	148,609	
<b>TOTALS</b>	<b>9,502,937</b>	<b>10,823,914</b>	<b>10,400,670</b>	<b>11,530,398</b>	<b>6,161,980</b>	<b>4,238,689</b>	<b>59.25%</b>	<b>47.53%</b>	<b>47.38%</b>	<b>1,017,868</b>	<b>5,144,113</b>	<b>4,502,830</b>	

# REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

ROYALTON | January 31, 2023

ACTIVITY - OTHER FUNDS					January 31, 2023		January 31, 2022		2021		Current YTD vs. PYTD	January 31, 2022	January 31, 2021
	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received				
<b>REVENUE</b>													
FOOD SERVICE	428,281	740,391	400,800	503,466	327,519	73,281	81.72%	24.73%	39.75%	144,433	183,085	170,260	
COMMUNITY EDUCATION	273,184	455,861	398,649	440,694	288,822	109,827	72.45%	56.76%	56.57%	30,066	258,756	154,530	
CONSTRUCTION	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
DEBT SERVICE	2,023,346	1,971,085	2,011,466	1,664,810	1,028,107	983,359	51.11%	34.80%	95.77%	342,202	685,905	1,937,812	
TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
CUSTODIAL	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INTERNAL SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OPEB REVOCABLE TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OPEB IRREVOCABLE TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OPEB DEBT SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
<b>TOTALS</b>	<b>2,724,812</b>	<b>3,167,337</b>	<b>2,810,915</b>	<b>2,608,970</b>	<b>1,644,447</b>	<b>1,166,468</b>	<b>58.50%</b>	<b>35.61%</b>	<b>83.04%</b>	<b>516,701</b>	<b>1,127,746</b>	<b>2,262,602</b>	
EXPENDITURES					January 31, 2023		January 31, 2022		2021		Current YTD vs. PYTD	January 31, 2022	January 31, 2021
	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended				
<b>EXPENDITURES</b>													
FOOD SERVICE	416,624	576,854	540,888	577,251	323,468	217,420	59.80%	47.04%	38.43%	52,104	271,364	160,105	
COMMUNITY EDUCATION	229,675	370,907	311,788	379,763	202,746	109,042	65.03%	45.00%	46.45%	35,825	166,922	106,677	
CONSTRUCTION	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
DEBT SERVICE	2,023,983	2,015,883	2,004,883	2,020,684	2,020,583	(15,700)	100.78%	100.00%	99.98%	4,700	2,015,883	2,023,483	
TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
CUSTODIAL	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INTERNAL SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OPEB REVOCABLE TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OPEB IRREVOCABLE TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OPEB DEBT SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
<b>TOTALS</b>	<b>2,670,281</b>	<b>2,963,643</b>	<b>2,857,559</b>	<b>2,977,698</b>	<b>2,546,797</b>	<b>310,763</b>	<b>89.12%</b>	<b>82.81%</b>	<b>85.77%</b>	<b>92,629</b>	<b>2,454,168</b>	<b>2,290,265</b>	
SUMMARY - ALL FUNDS					January 31, 2023		January 31, 2022		2021		Current YTD vs. PYTD	January 31, 2022	January 31, 2021
	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended				
<b>SUMMARY</b>													
REVENUE	12,691,829	13,908,258	13,386,544	13,758,943	7,144,952	6,241,592	53.37%	43.03%	56.44%	1,160,763	5,984,189	7,163,589	
EXPENDITURES	12,173,218	13,787,557	13,258,229	14,454,198	8,654,879	4,603,350	65.28%	55.11%	55.80%	1,056,598	7,598,281	6,793,095	
SPENDING VARIANCE	518,611	120,700	128,315	(695,255)	(1,509,927)	N/A	N/A	N/A	N/A	104,164	(1,614,091)	370,494	

# GENERAL FUND - REVENUE SUMMARY

ROYALTON | January 31, 2023



DESCRIPTION	Budget Management Analytics			January 31, 2023			January 31, 2022			January 31, 2021		
	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Revenue YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. Prior YTD	January 31, 2022	January 31, 2021
<b>LOCAL REVENUES</b>												
001 PROPERTY TAX LEVY,GENERAL	683,144	909,943	685,609	306,120	0	685,609	0.00%	0.00%	94.49%	0	0	645,495
004 MUNICIPAL/TAX INCR FINANCE	1,121	0	0	0	0	0	0.00%	0.00%	100.00%	0	0	1,121
010 COUNTY APPORTIONMENT	14,687	13,607	15,000	7,433	0	15,000	0.00%	0.00%	78.12%	0	0	11,473
019 MISC TAX REV PAID BY COUNTY	8,897	(1,777)	10,000	6,646	0	10,000	0.00%	-92.49%	16.43%	(1,643)	1,643	1,461
040 TUITION FROM PATRONS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
050 FEES FROM PATRONS	954	3,183	0	910	910	(910)	0.00%	27.02%	0.00%	50	860	0
060 ADMISSIONS & STUDENT ACTIVITY REV	57,453	102,135	84,650	148,818	127,481	(42,831)	150.60%	71.72%	49.91%	54,232	73,248	28,674
071 MA REV/DEPT OF HUMAN SVCS	25,151	11,103	7,500	9,772	6,308	1,192	84.11%	100.00%	81.34%	(4,794)	11,103	20,458
092 INTEREST EARNINGS	2,663	4,828	1,500	78,243	77,676	(76,176)	5178.43%	24.49%	106.18%	76,494	1,182	2,827
096 GIFTS AND BEQUESTS	12,829	51,565	28,450	23,188	10,963	17,487	38.53%	67.69%	41.80%	(23,939)	34,902	5,363
099 MISC REV FROM LOCAL SOURCES	94,756	158,859	135,910	447,033	393,253	(257,343)	289.35%	74.18%	59.27%	275,406	117,847	56,165
<b>Total LOCAL REVENUES</b>	<b>901,656</b>	<b>1,253,446</b>	<b>968,619</b>	<b>1,028,163</b>	<b>616,591</b>	<b>352,028</b>	<b>63.66%</b>	<b>19.21%</b>	<b>85.74%</b>	<b>375,806</b>	<b>240,785</b>	<b>773,038</b>
<b>STATE REVENUES</b>												
201 ENDOWMENT FUND APPORTIONMENT	40,032	38,256	38,576	40,310	20,807	17,769	53.94%	50.42%	50.40%	1,519	19,288	20,175
211 GENERAL EDUCATION AID	7,628,396	7,614,525	8,028,126	8,208,241	3,528,506	4,499,620	43.95%	46.63%	40.38%	(22,491)	3,550,998	3,080,335
212 LITERACY INCENTIVE AID	49,322	43,678	49,322	66,044	43,034	6,288	87.25%	0.36%	0.00%	42,879	156	0
213 SHARED TIME AID	0	0	0	4,239	4,239	(4,239)	0.00%	0.00%	0.00%	4,239	0	0
227 ABATEMENT AID	164	599	13	224	219	(206)	1685.15%	9.35%	90.00%	163	56	147
229 DISPARITY REDUCTION AID	20	21	21	139	137	(116)	652.90%	90.02%	90.02%	119	19	18
234 AGRICULTURE MARKET VALUE CR	3,425	3,197	3,200	21,596	21,278	(18,078)	664.94%	90.00%	90.00%	18,401	2,877	3,082
258 OTHER STATE CR/EXEMPT PROP REIMB	0	0	0	74,296	74,296	(74,296)	0.00%	0.00%	0.00%	74,296	0	0
300 STATE AID (REQUIRES FIN CODE)	12,641	13,984	13,883	24,674	20,904	(7,021)	150.57%	90.07%	61.25%	8,308	12,596	7,742
301 NONPUBLIC AID	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
309 DEBT SERVICE EQUALIZATION AID	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
317 LONG TERM FACILITY MAINT AID	101,015	132,747	133,673	223,628	209,822	(76,149)	156.97%	70.92%	86.58%	115,675	94,147	87,464
360 STATE AID FOR SPECIAL EDUCATION	613,046	854,209	768,796	842,174	668,685	100,111	86.98%	75.31%	89.09%	25,345	643,340	546,154
370 OTHER, MN DEPT OF EDUCATION	7,759	4,998	5,000	2,290	0	5,000	0.00%	89.14%	100.00%	(4,455)	4,455	7,759
397 TRA & PERA SPEC SITUATIONS PENSION	29,793	0	30,000	30,000	0	30,000	0.00%	0.00%	0.00%	0	0	0
<b>Total STATE REVENUES</b>	<b>8,485,614</b>	<b>8,706,214</b>	<b>9,070,610</b>	<b>9,537,855</b>	<b>4,591,929</b>	<b>4,478,681</b>	<b>50.62%</b>	<b>49.71%</b>	<b>44.23%</b>	<b>263,997</b>	<b>4,327,931</b>	<b>3,752,876</b>
<b>FEDERAL REVENUES RECEIVED FROM STATE</b>												
400 FEDERAL AID/MDE (REQUIRES FIN)	522,818	629,401	498,000	501,263	212,633	285,367	42.70%	40.28%	65.17%	(40,868)	253,501	340,740
405 FEDERAL AID THRU OTHER AGENCY	40,045	0	0	628	628	(628)	0.00%	0.00%	52.87%	628	0	21,170
471 SCHOOL LUNCH PROGRAM	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
472 SPECIAL ASSIST, NEEDY CHILD	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
473 COMMODITY CASH REBATE PROGRAM	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
474 COMMODITY DISTRIBUTION PROGRAM	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
476 SCHOOL BREAKFAST PROGRAM	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
479 SUMMER FOOD SERVICE PROGRAM	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
<b>Total FEDERAL REVENUES RECEIVED FROM STATE</b>	<b>562,863</b>	<b>629,401</b>	<b>498,000</b>	<b>501,891</b>	<b>213,261</b>	<b>284,739</b>	<b>42.82%</b>	<b>40.28%</b>	<b>64.30%</b>	<b>(40,240)</b>	<b>253,501</b>	<b>361,910</b>
<b>FEDERAL REVENUES RECEIVED FROM FED SOURCES</b>												
500 DIRECT FEDERAL AID (REQUIRES FIN)	0	110,678	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
<b>Total FEDERAL REVENUES RECEIVED FROM FED SOURCES</b>	<b>0</b>	<b>110,678</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS</b>												
601 FOOD SERVICE SALES TO PUPILS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
606 FOOD SERVICE SALES TO ADULTS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
619 COST MATERIALS/REV PROD (CONTRA)	900	(3,579)	0	1,120	1,120	(1,120)	0.00%	107.27%	64.44%	4,959	(3,839)	580
620 SALES/REV PRODUCING ACTIVITIES	15,985	44,761	38,400	79,944	76,604	(38,204)	199.49%	85.04%	78.71%	38,540	38,064	12,582
622 SALES OF MATERIALS (NET OF TX)	0	0	0	1,000	1,000	(1,000)	0.00%	0.00%	0.00%	1,000	0	0
624 SALE OF EQUIPMENT	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
625 INSURANCE RECOVERY	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
<b>Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS</b>	<b>16,885</b>	<b>41,182</b>	<b>38,400</b>	<b>82,064</b>	<b>78,724</b>	<b>(40,324)</b>	<b>205.01%</b>	<b>83.11%</b>	<b>77.95%</b>	<b>44,499</b>	<b>34,226</b>	<b>13,162</b>
<b>GENERAL FUND TOTAL</b>	<b>9,967,018</b>	<b>10,740,921</b>	<b>10,575,629</b>	<b>11,149,973</b>	<b>5,500,505</b>	<b>5,075,124</b>	<b>52.01%</b>	<b>45.21%</b>	<b>49.17%</b>	<b>644,061</b>	<b>4,856,443</b>	<b>4,900,987</b>

# GENERAL FUND - EXPENDITURES BY ORG CODE

ROYALTON | January 31, 2023



DESCRIPTION	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Expenses YTD	Budget Remaining	January 31,	January 31,	January 31,	Current YTD vs. Prior YTD	January 31, 2022	January 31, 2021
							2023 % of Budget Expended	2022 % of Actuals Expended	2021 % of Actuals Expended			
005 DISTRICT WIDE	2,322,751	2,883,142	2,587,875	3,358,561	2,235,988	351,887	86.40%	48.56%	58.18%	835,795.73	1,400,192	1,351,346
010 BUDGETED LEARNING SITE	3,332,799	3,529,049	3,449,479	3,587,660	1,659,448	1,790,032	48.11%	47.26%	43.99%	(8,338)	1,667,786	1,466,079
020 BUDGETED LEARNING SITE	2,830,935	3,381,377	3,294,866	3,485,970	1,767,029	1,527,837	53.63%	48.11%	43.07%	140,297	1,626,733	1,219,192
050 BUDGETED LEARNING SITE	1,016,300	1,028,461	1,066,449	1,094,424	497,586	568,863	46.66%	43.51%	45.86%	50,068	447,518	466,062
080 BUDGETED LEARNING SITE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
799 HOME SCHOOL SITE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
998 TUITION BILLING SITE	152	1,885	2,000	3,783	1,929	71	96.46%	100.00%	100.00%	45	1,885	152
<b>GENERAL FUND TOTAL - ALL SITES</b>	<b>9,502,937</b>	<b>10,823,914</b>	<b>10,400,670</b>	<b>11,530,398</b>	<b>6,161,980</b>	<b>4,238,689</b>	<b>59.25%</b>	<b>47.53%</b>	<b>47.38%</b>	<b>1,017,868</b>	<b>5,144,113</b>	<b>4,502,830</b>

# GENERAL FUND - EXPENDITURES BY OBJECT CODE

ROYALTON | January 31, 2023



DESCRIPTION	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Expenses YTD	Budget Remaining	January 31, 2023	January 31, 2022	January 31, 2021	Current YTD vs. Prior YTD	January 31, 2022	January 31, 2021
							% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	494,579	453,804	479,767	473,979	266,260	213,507	55.50%	59.08%	56.89%	(1,869)	268,129	281,384
140 LICENSED CLASSROOM TEACHER	3,168,745	3,216,179	3,430,896	3,374,403	1,381,777	2,049,120	40.27%	42.67%	41.88%	9,290	1,372,487	1,327,179
141 NON,LIC CLASSROOM PERSONNEL	167,260	191,628	139,790	175,753	103,748	36,043	74.22%	40.99%	51.71%	25,197	78,551	86,491
143 LICENSED INSTRUCTIONAL SUPPORT	0	37,098	0	16,208	16,208	(16,208)	0.00%	0.00%	0.00%	16,208	0	0
144 NON,LIC INSTRUCTIONAL SUPPORT	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
145 SUBSTITUTE TEACHER,LICENSED	83,345	137,572	116,390	135,005	71,553	44,837	61.48%	38.52%	29.45%	18,563	52,989	24,542
146 SUBSTITUTE NON,LIC CLASSROOM	4,881	13,983	7,725	17,196	12,294	(4,569)	159.14%	31.40%	38.16%	7,903	4,390	1,863
154 SCHOOL NURSE	6,290	67,272	47,820	55,489	32,606	15,214	68.18%	46.76%	100.00%	1,147	31,459	6,290
155 LICENSED NURSING SERVICES	48,731	1,490	718	1,327	945	(227)	131.65%	82.78%	44.13%	(288)	1,233	21,503
156 SOCIAL WORKER	83,847	87,199	88,097	89,206	39,674	48,423	45.03%	41.33%	41.67%	3,637	36,037	34,936
161 CERTIFIED PARA/PCA	241,451	213,709	211,305	225,673	122,328	88,976	57.89%	49.48%	46.83%	16,581	105,747	113,062
162 CERTIFIED ONE ON ONE PARA	17,773	76,950	42,825	58,205	39,194	3,631	91.52%	44.87%	82.29%	4,669	34,525	14,625
165 SCHOOL COUNSELOR	70,270	72,636	71,845	73,021	31,062	40,783	43.23%	41.80%	41.67%	697	30,365	29,279
170 NON,INSTRUCTIONAL SUPPORT	1,015,964	1,111,723	1,130,088	1,184,217	637,110	492,978	56.38%	49.89%	52.74%	82,428	554,683	535,818
185 OTHER LICENSED/CERTIFIED SALARY	151,445	152,888	163,938	191,727	93,296	70,641	56.91%	34.46%	20.52%	40,609	52,687	31,071
186 OTHER NON LICENSED SALARY	104,996	168,469	151,016	158,825	76,826	74,190	50.87%	47.54%	34.09%	(3,258)	80,084	35,798
191 SEVERANCE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
195 INTERDEPART SALARIES (CHGBK)	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
199 SALARY ADJ CAFETERIA PLAN/IN LIEU	96,544	79,606	77,305	71,798	32,542	44,763	42.10%	50.69%	45.73%	(7,807)	40,349	44,148
<b>TOTAL SALARIES AND WAGES</b>	<b>5,756,121</b>	<b>6,082,205</b>	<b>6,159,525</b>	<b>6,302,029</b>	<b>2,957,422</b>	<b>3,202,103</b>	<b>48.01%</b>	<b>45.11%</b>	<b>44.96%</b>	<b>213,708</b>	<b>2,743,714</b>	<b>2,587,988</b>
<b>EMPLOYEE BENEFITS</b>												
210 FICA/MEDICARE	418,893	438,318	465,299	466,594	216,099	249,200	46.44%	45.60%	43.88%	16,222	199,878	183,806
214 PERA	120,209	131,655	127,093	135,516	75,296	51,796	59.25%	49.32%	52.09%	10,358	64,938	62,623
218 TRA	305,379	329,502	338,156	342,607	149,110	189,045	44.10%	42.74%	42.08%	8,290	140,821	128,511
220 HEALTH INSURANCE	517,198	552,020	558,050	614,418	297,051	260,999	53.23%	48.40%	41.61%	29,875	267,176	215,192
230 LIFE INSURANCE	11,686	24,839	14,505	11,860	5,685	8,820	39.19%	75.86%	42.85%	(13,158)	18,844	5,008
240 LONG TERM DISABILITY INSURANCE	20,364	19,101	19,904	20,974	10,576	9,328	53.14%	45.53%	40.70%	1,879	8,697	8,287
250 TSA/DEFERRED COMP	61,598	77,836	69,667	75,332	40,761	28,906	58.51%	45.22%	49.47%	5,560	35,201	30,472
251 TAX ADVANTAGE EMPLOYER HLTH AF	30,094	35,406	33,916	38,920	22,214	11,702	65.50%	50.81%	50.86%	4,225	17,989	15,306
270 WORKERS COMPENSATION	91,981	49,865	95,790	71,131	48,145	47,645	50.26%	93.59%	95.04%	1,475	46,670	87,418
280 UNEMPLOYMENT COMPENSATION	0	3,527	8,240	6,210	21	8,219	0.25%	94.52%	0.00%	(3,313)	3,333	0
295 INTERDEPART BENEFITS (CHGBK)	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
299 OTHER EMPLOYEE BENEFITS	32,306	21,403	35,435	27,044	0	35,435	0.00%	100.00%	0.00%	(21,403)	21,403	0
<b>TOTAL EMPLOYEE BENEFITS</b>	<b>1,609,710</b>	<b>1,683,469</b>	<b>1,766,055</b>	<b>1,810,607</b>	<b>864,960</b>	<b>901,095</b>	<b>48.98%</b>	<b>49.00%</b>	<b>45.76%</b>	<b>40,011</b>	<b>824,949</b>	<b>736,623</b>
<b>PURCHASED SERVICES</b>												
305 CONSULTING FEES/FEES FOR SERVIC	221,039	370,018	300,351	358,905	254,512	45,839	84.74%	60.08%	68.27%	32,189	222,323	150,895
316 SVC PURCH FROM MN JOINT POWER	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
319 COMPUTER & TECHNOLOGY SVCS	12,884	6,265	10,000	3,770	0	10,000	0.00%	92.82%	46.12%	(5,815)	5,815	5,942
320 COMMUNICATION SERVICES	24,633	23,527	21,200	19,555	10,945	10,255	51.63%	63.45%	64.44%	(3,983)	14,928	15,873
329 POSTAGE & PARCEL SERVICES	2,848	3,845	2,800	3,939	2,414	386	86.20%	36.53%	6.83%	1,009	1,404	195
330 UTILITY SERVICES	150,181	202,030	191,000	266,218	171,068	19,932	89.56%	50.76%	42.30%	68,523	102,546	63,530
340 INSURANCE	83,935	94,727	103,000	112,179	85,465	17,535	82.98%	75.82%	76.24%	13,640	71,825	63,989
350 REPAIRS & MAINTENANCE	138,068	380,679	336,600	496,759	350,359	(13,759)	104.09%	59.71%	63.86%	123,067	227,292	88,166
360 TRANSPORT CONTR <=\$25,000	3,209	1,700	2,350	7,212	6,376	(4,026)	271.30%	50.00%	8.54%	5,526	850	274
362 MENTAL HLTH PRACTITIONER <=\$2501	0	859	0	9,969	9,969	(9,969)	0.00%	0.00%	0.00%	9,969	0	0
365 INTERDEPART TRANSPORT (CHGBK)	(317)	0	(161,428)	(67,261)	0	(161,428)	0.00%	0.00%	0.00%	0	0	0
366 TRAVEL CONVENTIONS/CONFERENCE	14,572	20,517	12,300	11,557	5,436	6,864	44.20%	35.96%	62.82%	(1,941)	7,377	9,155
369 ENTRY FEES/STUDENT TRAVEL ALLO	5,824	23,880	4,605	57,927	56,861	(52,256)	1234.76%	81.77%	24.64%	37,333	19,528	1,435
370 OPERATING LEASE/RENTAL	12,841	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
373 SPEECH SERVICES <=\$25000	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
390 PYMT FOR ED PURPOSE TO MN DISTF	48,386	40,737	2,000	(35,069)	19(36,923)	38,923	-1846.14%	4.63%	0.31%	(38,808)	1,885	152
391 PYMT TO MN SCHOOL (COST SHARE)	93,915	111,523	140,000	170,755	82,030	57,970	58.59%	41.82%	37.78%	35,391	46,639	35,480
394 PYMT FOR ED TO OTHER AGENCY	120,073	120,346	120,000	145,157	51,608	68,392	43.01%	37.27%	26.07%	6,751	44,857	31,304
396 SPEC ED SALARY/OTHER DISTRICT	165,874	176,222	162,800	206,760	48,573	114,227	29.84%	18.21%	1.09%	16,477	32,096	1,804

DESCRIPTION	June 30, 2021	June 30, 2022	Adopted Budget	Projected End Of Year	Expenses YTD	Budget Remaining	January 31, 2023	January 31, 2022	January 31, 2021	Current YTD vs. Prior YTD	January 31, 2022	January 31, 2021
							% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
397 SPEC ED BENEFITS/OTHER DISTRICT	37,126	43,677	29,500	37,097	8,790	20,710	29.80%	19.11%	0.83%	444	8,345	310
<b>TOTAL PURCHASED SERVICES</b>	<b>1,135,091</b>	<b>1,620,551</b>	<b>1,277,078</b>	<b>1,805,428</b>	<b>1,107,481</b>	<b>169,597</b>	<b>86.72%</b>	<b>49.84%</b>	<b>41.27%</b>	<b>299,771</b>	<b>807,710</b>	<b>468,502</b>
<b>SUPPLIES</b>												
401 SUPPLIES, NON INSTRUCTIONAL	220,744	321,904	194,866	374,261	288,098	(93,232)	147.84%	52.99%	44.75%	117,535	170,562	98,791
405 NON, INSTRUCTIONAL SOFTWARE LIC	12,333	6,954	5,100	16,425	12,626	(7,526)	247.56%	81.70%	31.02%	6,944	5,681	3,825
406 INSTRUCTIONAL SOFTWARE LICENSE	46,309	64,440	46,867	58,156	53,294	(6,427)	113.71%	90.73%	89.97%	(5,174)	58,468	41,666
430 SUPPLIES & MATERIALS NON INDIV IN	75,702	96,878	80,350	125,827	95,773	(15,423)	119.19%	49.42%	67.80%	47,894	47,879	51,323
433 SUPPLIES & MATERIALS INDIV INSTRU	27,698	18,235	19,225	21,759	14,616	4,609	76.02%	82.25%	43.60%	(383)	14,998	12,076
440 FUELS	88,494	192,325	220,000	221,722	103,368	116,632	46.99%	39.53%	38.13%	27,334	76,034	33,746
460 TEXTBOOKS	1,141	53,663	43,000	9,072	2,500	40,500	5.81%	83.62%	175.95%	(42,372)	44,872	2,007
461 STANDARDIZED TESTS	644	672	150	100	54	96	36.00%	0.00%	0.00%	54	0	0
465 NONINSTRUCTIONAL TECH DEVICES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
466 INSTRUCTIONAL TECH DEVICES	0	107,502	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
470 MEDIA RESOURCES	3,395	4,581	3,550	3,730	2,673	877	75.31%	60.62%	91.00%	(104)	2,777	3,090
490 FOOD	0	0	0	2,513	2,513	(2,513)	0.00%	0.00%	0.00%	2,513	0	0
491 COMMODITIES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
495 MILK	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
<b>TOTAL SUPPLIES</b>	<b>476,459</b>	<b>867,155</b>	<b>613,108</b>	<b>833,564</b>	<b>575,514</b>	<b>37,594</b>	<b>93.87%</b>	<b>48.58%</b>	<b>51.74%</b>	<b>154,241</b>	<b>421,272</b>	<b>246,525</b>
<b>SUPPLIES &amp; EQUIPMENT</b>												
520 BUILDING ACQ OR CONSTRUCTION	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
530 OTHER EQUIPMENT PURCHASE	303,237	156,358	325,200	365,202	311,366	13,834	95.75%	28.82%	97.33%	266,298	45,069	295,152
533 EQUIP SP ED DIRECT INSTRUCTION	0	0	0	86	86	(86)	0.00%	0.00%	0.00%	86	0	0
548 PUPIL TRANSPORT VEHICLES	0	89,346	0	108,690	108,690	(108,690)	0.00%	100.00%	0.00%	19,344	89,346	0
555 CAPITAL NONINSTR TECH HARDWARE	145,812	268,974	173,000	180,388	155,809	17,191	90.06%	62.41%	83.20%	(12,054)	167,863	121,310
560 PRIN ON LONG TERM TECH	0	12,519	14,000	4,743	0	14,000	0.00%	66.12%	0.00%	(8,278)	8,278	0
561 INT ON LONG TERM TECH	0	322	500	60	0	500	0.00%	87.95%	0.00%	(283)	283	0
580 PRINCIPAL ON CAPITAL LEASE	714	0	0	0	0	0	0.00%	0.00%	1013.13%	0	0	7,231
581 INTEREST ON CAPITAL LEASE	(714)	0	0	0	0	0	0.00%	0.00%	-186.27%	0	0	1,329
OTH R VEHICLES PURCHASED	0	0	0	53,898	53,898	(53,898)	0.00%	0.00%	0.00%	53,898	0	0
<b>TOTAL SUPPLIES &amp; EQUIPMENT</b>	<b>449,049</b>	<b>527,519</b>	<b>512,700</b>	<b>713,067</b>	<b>629,849</b>	<b>(117,149)</b>	<b>122.85%</b>	<b>58.92%</b>	<b>94.65%</b>	<b>319,011</b>	<b>310,838</b>	<b>425,023</b>
<b>DEBT SERVICE</b>												
710 BOND, REDEMPTION OF PRINCIPAL	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
720 BOND, INTEREST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
790 OTHER DEBT SVC EXPENDITURES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
<b>TOTAL DEBT SERVICE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>OTHER EXPENDITURES</b>												
820 DUES, MEMBERSHIP, LICENSE, FEES	31,222	28,693	27,903	27,541	23,880	4,023	85.58%	96.58%	88.99%	(3,833)	27,713	27,783
891 TRA & PERA SPEC SITUATION PENSIO	29,793	0	32,000	32,000	0	32,000	0.00%	0.00%	0.00%	0	0	0
895 FED/NONPUBLIC INDIRECT (CHGBK)	(4)	0	500	208	0	500	0.00%	0.00%	0.00%	0	0	0
898 SCHOLARSHIPS	15,497	14,321	11,800	5,955	2,874	8,926	24.35%	55.28%	67.02%	(5,042)	7,916	10,386
<b>TOTAL OTHER EXPENDITURES</b>	<b>76,507</b>	<b>43,014</b>	<b>72,203</b>	<b>65,705</b>	<b>26,754</b>	<b>45,449</b>	<b>37.05%</b>	<b>82.83%</b>	<b>49.89%</b>	<b>(8,875)</b>	<b>35,629</b>	<b>38,169</b>
<b>GENERAL FUND TOTAL</b>	<b>9,502,937</b>	<b>10,823,914</b>	<b>10,400,670</b>	<b>11,530,398</b>	<b>6,161,980</b>	<b>4,238,689</b>	<b>59.25%</b>	<b>47.53%</b>	<b>47.38%</b>	<b>1,017,868</b>	<b>5,144,113</b>	<b>4,502,830</b>

Resignations 02.27.23

Randy Thielges - Science Teacher

Phillip Gurbada - Elementary Principal

Marjorie Kardell-Smith - Transportation Director

Abigail Baker - Elementary Paraprofessional

Retirement 02.27.23

Cherie Ploof - Middle School/High School Choir Teacher

New Hires 02.27.23

Heather Psyck - Pre-K Paraprofessional  
Katrina Boughton - Elementary SPED Para

Jeremy Albright - Varsity Boys Golf  
Ryan Marwitz - Varsity Girls Golf

# **Royalton High School**

**2023-2024**

## **Senior High Course Registration Guide**

# TABLE OF CONTENTS

Vocational Opportunities Notification	3
Nondiscrimination Policy	3
Section 504 Coordinator	3
Title IX Coordinator	3
Academic Information	4
Credits	4
College Credits	4
Schedule Changes	4
Credit Recovery	4
Repeating Courses	4
Teacher Recommendations	4
Daily Schedule	4
Honor Roll	4
Academic Program Opportunities	4
Accelerated Courses	4
Articulated College Credit	4
College Level Examination Program (CLEP)	5
Concurrent Enrollment/College in the Schools (CIS)	5
Post-Secondary Enrollment Options (PSEO)	5
Independent Study	5
Peer Tutor/Staff Aide	5
Internship	6
Apex Online High School Credit Recovery	6
Testing Out Option	6
Education and Training Beyond High School	10
Military Information	13
Graduation Requirement Review	15
Scheduling Worksheet	16

## Academic Departments and Course Descriptions

Agriculture	17
Art	25
Business	29
English	33
Mathematics	37
Music	41
Physical Education and Health	43
Science	46
Social Studies	50
World Language	53
Other Elective Courses	
Driver's Education Training	56
Peer Tutor/Staff Aide	56
Internship	56

## Appendix

### Forms

Four-Year High School Plan	58
Instructor Approval Form	60
Independent Study Form	61
Internship Approval Form	62
Peer Student/Staff Aide Form	63
PSEO and CIS Information	64
Pre-Approved PSEO courses for required HS courses	68
Permission for PSEO Course Approval Form	69
Intent to Enroll in PSEO	70

## VOCATIONAL OPPORTUNITIES ANNUAL NOTIFICATION

The Royalton School District offers a variety of vocational opportunities through the agriculture and business departments. The purpose of this notice is to inform you of the opportunities offered regardless of race, color, national origin, sex or disability. Admission in the specific courses is determined by completion of prerequisite courses.

### Program Offerings

A list of program offerings can be found under the Guidance Office Department on the school website: [www.royaltonpublicschools.org](http://www.royaltonpublicschools.org)

## NONDISCRIMINATION POLICY

Royalton School District 485 appreciates the diversity of human beings and does not discriminate on the basis of race, color, national origin, marital status, age, sex, religion or disability. The district also makes reasonable accommodation to the known disabilities of qualified disabled individuals. This policy applies to all areas of education including admission, treatment or access to the district programs or activities and to employment in its services and activities.

### Sexual Nondiscrimination

It is the policy of Royalton School District to not discriminate on the basis of sex in its educational programs and activities as required by Title IX of the 1972 Education Amendment. Further, it is the policy of the district to not discriminate on the basis of race, color, creed, religion, national origin, age, marital status, status with regard to public assistance, or physical/mental disability. If you have any questions or complaints of discrimination contact: Mr. Joel Swenson, 120 S Hawthorn St, Royalton, MN 56373 / 320-584-4200. State offices: Department of Human Rights, 623 Robert St North, St. Paul, MN 55155. Some examples of discrimination include:

- Being unable to take a class on the basis of sex.

- Being unable to participate in physical non-contact sports and/or activities on the basis of sex.
- Being graded, hired, promoted, demoted, segregated, grouped, and just generally treated differently on the basis of sex.
- Being subjected to verbal harassment by faculty or administrators on the basis of sex (for example: females teased for registering for male shop classes).
- Being limited/restricted in discipline, dress, or appearance when the other sex is not.
- Being unfairly/unequally honored with academic or activity awards because of sex.
- Being discriminated against the use of facilities on the basis of sex.
- Being restricted from participation in educational, recreational, or extracurricular activities because of pregnancy.
- Being asked for identification by sex on applications, tests, or other forms.
- Being discriminated against by sex in work or other duties given by faculty, administrators.
- Being identified by sex, in materials such as school manuals or literature when identification by sex is not pertinent.
- Being discriminated against, on the basis of sex, in receiving medical or other benefits.

## 504 AND TITLE IX COORDINATORS

The district has designated the following individuals to coordinate compliance with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments Act of 1972.

### 504 Coordinator:

Lesa Boser  
120 S Hawthorn St  
Royalton, MN 56373  
(320) 584-4267  
[Lesa.boser@isd485.org](mailto:Lesa.boser@isd485.org)

**Title IX Coordinator:**

Amy Krueger  
 120 S Hawthorn St  
 Royalton, MN 56373  
 (320) 584-4248  
[amy.krueger@isd485.org](mailto:amy.krueger@isd485.org)

**ACADEMIC INFORMATION****Credits**

All high school courses except for peer tutor/staff aide are awarded ½ credit per successful completion of the semester. Peer tutor/staff aide is ¼ credit per semester.

**College Credits**

College credits equate to RHS credits as follows:

- 5 college credits = 1.25 RHS credits
- 4 college credits = 1.0 RHS credits
- 3 college credits = .75 RHS credits
- 2 college credits = .5 RHS credits
- 1 college credit = .25 RHS credits

**Schedule Changes**

Course offerings are based on course registration numbers so approval for schedule changes will be limited. Step 1: Obtain permission for any schedule change from the principal. Step 2: The student needs to receive written permission from parents, teachers and the counselor. All schedule changes must be completed by the third day of the semester.

**Credit Recovery**

Students who fail a required course will need to make it up before they graduate. Students have several options: 1) Students can make it up during the summer, 2) Students can make it up at an extended day program such as CEC in Little Falls or the ALC in St. Cloud, 3) Students can make up the class through Apex, an online high school program at Royalton. Please see the school counselor to make arrangements for failed courses.

**Repeating Courses**

Credit is given only once for a class. With the exception of Band, Choir, and Current Events, students are not allowed to repeat courses for which credit has already been earned.

**Teacher Recommendations**

Students may be recommended to take specific courses based on their ability level. Test scores and course performance, etc. may be used in making determinations.

**Daily Schedule**

Royalton High School operates on a semester basis. One semester is approximately 18 weeks long with two semesters in a school year. Students have four 90-minute periods four days a week and seven 43-minute class periods once a week. "A" Days: Periods 1-4 meet for 90 minutes. "B" Days: Periods 5-8 meet for 90 minutes. "C" Days: School begins at 9:00 and all period except Royal Hour meet for 43 minutes. When there is a shortened week, the "C" Day may be changed to an "A" or "B" day.

**Honor Roll**

All grades except Pass/Fail grades will be considered when determining the honor roll. The honor roll will be published at the end of each semester. To be eligible for the "A" Honor Roll, a student must have a GPA of 3.7-4.0. The "B" Honor Roll requires a GPA of 3.0-3.699. Students who have been caught cheating or who have incomplete grades are not eligible for the honor roll.

**ACADEMIC PROGRAM OPPORTUNITIES****Accelerated Courses**

Students who score at the "Exceeds Standards" on the MCA exam may be eligible to take more advanced courses. Priority would be given to grade-level students. Consideration for class size would also be taken into consideration.

**Articulated College Credit (ACC)**

Articulated credit allows high school students to receive college credit for courses they completed while in high school. Go to <https://www.ctecreditmn.com> and enter Royalton High School to view the courses that are articulated and then meet with the teacher of those classes for more information.

### **College Level Examination Program (CLEP)**

CLEP exams test mastery of college level material acquired in a variety of ways - - through general academic instructions, significant independent study or extracurricular work, CLEP offers 33 examinations in five subject areas. The tests cover material usually taught in a two-year degree program or in the first two years of a four-year program. For more information, go to: <https://clep.collegeboard.org>

### **Concurrent Enrollment/College in the Schools (CIS)**

Royalton High School has partnered with Central Lakes College to offer college-level classes to our students in the high school setting. Students taking CIS classes earn high school and college credit for successful completion of the course. There is no fee to enroll in CIS courses. Students must apply to Central Lakes College and meet admission requirements and course prerequisites. Once students are accepted into the program, they can register for classes. See page 66 for eligibility requirements. The following courses may be offered at Royalton:

- ACCT 2011- Accounting Principles I (Financial) 4 credits
- BIOL 1404 – Human Biology 3 credits
- ENGL1410 – Composition I 4 credits
- ENGL 1411 – Composition II 4 credits
- MATH 1470 – College Algebra 3 credits
- MATH 1472 – Precalculus 5 credits
- MATH 1520 – Introduction to College Algebra 3 credits
- MUSC 1408 – Central Lakes Wind Symphony 1 credit
- SPAN 2401 – Intermediate Spanish I 4 credits
- SPAN 2404 – Intermediate Spanish II 4 credits

### **Post-Secondary Enrollment Options (PSEO)**

Postsecondary Enrollment Options (PSEO) is a program that allows 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students to earn high school and college credit while still in high school through enrollment in and

successful completion of college-level courses at eligible participating postsecondary institutions. Students can take PSEO courses on the college campus, online and through the school's ITV system.

Each college sets its own requirements for enrollment into the PSEO courses. Juniors and seniors may take PSEO courses on a full- or part-time basis. A qualifying sophomore may initially enroll in a Career and Technical Education (CTE) course. If the student earns a "C" or higher grade in the course, they are eligible to take additional courses. See page 64-66 for eligibility requirements.

There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course.

Students must notify their school by May 30 if they plan to participate in PSEO for the following school year. Click on the link below for more information: <https://education.mn.gov/MDE/fam/dual/pseo/index.htm>

### **Independent Study**

Independent Study is for students in grades 10 - 12 who have special circumstances and cannot fit a required class into their schedule or who want to take an advanced class that is not available through current classes being offered. Students will need to follow the same attendance guidelines as students in a regular classroom setting. Permission must be obtained from the principal and the teacher before the class is scheduled. See page 61 for Internship Form.

### **Peer Tutor/Staff Aide**

Juniors and seniors may take this course for two semesters. Students will be either tutoring students or they will be helping teachers with various tasks. Students are required to find a teacher willing to "adopt" them. This is a Pass/Fail class and is not calculated into a student's GPA. See page 62 for Peer Tutor/Staff Aide Form.

## **Internships**

Internships are nontraditional courses where students are responsible for assisting the Activities Director or Band Director in a wide variety of duties. Interested students must apply for positions. This is a Pass/Fail class and does not count towards GPA. See page 63 for Internship Form.

## **Apex Online High School Courses**

Students may take an online high school class for credit recovery or due to a scheduling conflict. Students will not be allowed to replace a required class with an Apex online class unless there are unusual circumstances.

## **Testing Out Option**

In accordance with the Minnesota Department of Education Rule #3500.2900 requiring districts to establish and maintain a system for awarding course credit to students who have demonstrated and successfully met the learner outcomes of a course, it is the intent of Royalton School District to implement the following system:

Process for applying and receiving credit: Grades 9-12:

1. The student will discuss the request for testing out with the school counselor and/or principal and then complete the application. This process must begin at least one full quarter prior to the start of the regular class. The summer period will be treated as one semester.
2. The assessment process cannot encompass all of the learning experiences students would have if they actually took the class.
3. At the time the application is submitted it is assumed the student is ready to begin the assessment process. All portions of the assessment must be completed within a one semester period. Students will be notified by the counselor and/or principal where and when the first portion of the assessment will be given.

4. The district end of course assessment may be used as the first part of the process. Only students who pass assessment at an 80% level (or exhibit high quality work on a performance-based assessment) would be eligible to continue to the second part of the process.
5. During the second portion of the assessment process, the student may be asked to demonstrate skills, answer questions in an interview, exhibit a portfolio of tasks, or be involved in some other performance-based assessment.
6. A student may attempt to test out only once for each course and may not test out of a course in which he/she previously received grades, an incomplete, or dropped.
7. Courses which are sequential must be tested out in the same sequence. If a course requires a prerequisite, the prerequisite must have been completed or satisfactorily tested out ahead of time. If a student fails to complete the entire assessment process during the designated time period, the application will be denied.
8. If the student completes an assessment process in a satisfactory manner, the student's transcript will show the credit earned and a course grade of P. Depending on the course, students may earn a semester credit or a full year credit. In the case of a full year course a student must successfully complete both semesters.
9. Students shall currently be enrolled as a full-time student and must agree to maintain full time student status at Royalton.
10. Test Out Committee: The district shall name a test out committee of faculty and administration who shall review materials of each applicant. The committee shall include a department person, counselor, and the

principal. The committee shall determine based on the student application materials and the course outcomes, whether or not the student is approved for the test out opportunity. If the process is denied, rationale will be provided. Under special circumstances, the application deadline may be waived.

11. Notification: The applicant and his/her parents shall be notified of the committee decision within five (5) working days of the application deadline. Decisions of the committee may be appealed within five (5) working days of the notification.
12. Appeal Process: The appeal committee shall consist of the superintendent, who will act as the hearing officer, a member of the Board of Education, and three teachers selected by the superintendent. The appeal shall be heard within ten (10) working days of notification. A majority decision by the committee shall be rendered within three (3) days and is final.
13. The committee's decisions regarding the student application for test out shall become part of the student's file

# Royalton High School Testing Out Application

This application is to be used by students who want to demonstrate they are able to meet the essential learner outcomes of a course so that they do not need to enroll in the course. This process must begin at least one semester prior to the start of the class.

## To Be Completed by Student

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

Grade \_\_\_\_\_ Counselor \_\_\_\_\_

I am requesting permission to test out of the following course: \_\_\_\_\_

I request this assessment be completed by what term? \_\_\_\_\_

I believe I am prepared to successfully complete the assessment process for this course because:

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## To Be Completed by Parent/Guardian

I have reviewed the student guidelines and this application and grant permission to proceed with the assessment process for the course listed above.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# Royalton High School Testing Out Assessment Procedures and Results

Student \_\_\_\_\_ Grade \_\_\_\_\_

Course \_\_\_\_\_ Assessing Teacher(s) \_\_\_\_\_

## Application

Date Application Received \_\_\_\_\_ Date Committee Received Application \_\_\_\_\_

Date Application Approved \_\_\_\_\_ or Date Application Disapproved \_\_\_\_\_

Reason for Disapproval:

## Assessment

\_\_\_\_\_ Date teacher(s) received approval application

\_\_\_\_\_ Date(s) student took assessment

\_\_\_\_\_ Date Student Passed \_\_\_\_\_ or Date Student Failed \_\_\_\_\_ Assessment

Teacher comments on passing or failing:

## Credit

Semester Course \_\_\_\_\_ Credit Earned \_\_\_\_\_

Full Year Course \_\_\_\_\_ Credit Earned 1<sup>st</sup> Sem \_\_\_\_\_ Credit Earned 2<sup>nd</sup> Sem \_\_\_\_\_

\_\_\_\_\_ Date Student Informed of Results

\_\_\_\_\_ Date Recorded on Transcript by \_\_\_\_\_

## Date Copies Sent to:

\_\_\_\_\_ Student  
\_\_\_\_\_ Student Files  
\_\_\_\_\_ Counselor  
\_\_\_\_\_ Assessment Committee

Signature of person sending copies: \_\_\_\_\_

## **EDUCATION AND TRAINING BEYOND HIGH SCHOOL**

### **What High School Courses Do I Need for College?**

According to the NACAC (National Association for College Admission Counseling) website, here is what you need by the end of your senior year in order to meet admission criteria at a majority of colleges:

- English – 4 years. This includes courses in literature and courses in writing.
- Math – 4 years. Students who take math in each year of high school are far more successful in college than students taking only three years. Your math classes should include at least four of the following six classes, taken in this order: Pre-algebra, Algebra, Geometry, Algebra II and/or Trigonometry, Precalculus, Calculus.
- Laboratory Science 3-4 years. You will have the strongest background if you have taken at least one year each of Biology, Chemistry, Physics.
- Social Science – Minimum of 2 years. The majority of college freshmen studied World History and US History in high school. Other social science options include Government, Geography, Sociology, Psychology.
- Foreign Language – 2 to 4 years. Many require a minimum of 2 years.
- Art/Music – 1 year.

### **Apprenticeship**

A registered apprenticeship is a structured way of learning a skilled occupation, craft, or trade. It combines on-the-job training and classroom instruction. Programs range from one to six years. Once the apprenticeship is complete, you receive a Certificate of

Completion of Apprenticeship and a Journey-worker Card from the state of Minnesota. The U.S. Dept. of Labor recognizes more than 800 occupations for apprenticeships. Most are in construction, manufacturing, transportation and services.

### **Vocational and Technical Programs**

Vocational and Technical programs are shorter, more focused training programs that prepare students for immediate employment. Although both types of schools are considered trade or career schools, they vary a little. According to the U.S. Department of Education, technical schools teach the theory and science behind the occupation, while vocational schools take a more hands-on approach to teaching the skills needed to do the job successfully. Vocational training is aimed at preparing students for work in construction, manufacturing, and similar jobs that require skilled labor. Technical training usually involves computers and advanced technology. As a great deal of tasks have been automated and increasingly computerized, technical training has become more important.

### **Certificates and Diplomas**

These programs are less than 2 years and allow you to step right into a specific occupation.

### **Associate Degree**

An associate degree is usually a 2-year college degree. It provides students with basic academic knowledge and the skills needed in order to be employed or continue the study of their field. In the U.S., an associate's degree is generally offered at community colleges, technical colleges, online colleges, and junior colleges. While some students pursue an associate's degree in order to increase job prospects, others choose to obtain an associate's degree in order to then get a

bachelor's degree. The four common associate degrees are:

- AA - Associate of Arts: Designed to transfer into liberal arts four-year majors.
- AS -Associate of Science: Two-year program designed for transfer into a specific four-year major and will likely require completing additional general education courses at a university.
- AFA- Associate of Fine Arts: Two-year program designed for transfer into a specific four-year major and will likely require completing additional general education courses at a university.
- AAS -Associate of Applied Science: Two-year program for a specific occupation. Not designed for transfer.

The number of credits you must complete to earn an associate degree varies depending on the field of study but is generally between 60 and 70 credits.

### **Bachelor's Degree**

A bachelor's degree is an undergraduate degree that generally takes four years to complete. To complete a bachelor's degree, students choose a major in a particular field and need to complete around 120 credits of coursework. There are different kinds of bachelor's degrees, including BA (Bachelor of Arts), BFA (Bachelor of Fine Arts), and BS (Bachelor of Science). In almost all institutions that offer a bachelor's degree, students must take liberal arts and general education classes to fulfill the requirements. Credits earned in an associate degree program will often transfer to a bachelor's degree program.

### **Master's Degree**

A master's degree is a graduate education award above a bachelor's degree. It is considered an advanced college degree and

signifies that the recipient has achieved a specific level of knowledge in their chosen field.

### **Professional Degree**

A professional degree is an advanced education designed to prepare you to work in a specific field. Earning a professional degree means a person has completed their academic studies in preparation to enter a professional field. Common examples of professional degrees are Doctor of Medicine (MD) for physicians and the Juris Doctor (JD) for lawyers.

### **Doctoral Degree**

This is the highest degree you can earn in an area of study. Students spend 10 to 15 years after first entering college to earn a doctoral degree (4 to 5 years for bachelor's degree; 2-3 years for a master's degree; 4-7 years for doctoral degree).

### **College Admissions Definitions**

*Open:* All high school graduates or GED holders are accepted until the school or program's enrollment capacity is reached. The ACT/SAT is not required.

*Liberal:* While most two-year colleges will accept any student with a high school diploma or GED, some popular or difficult programs within those colleges are more selective. Typically, an 18 ACT/870 SAT score is required.

*Traditional:* The majority of freshmen accepted are in the top 50% of their graduating class. Typically, a 21 ACT/900SAT score is required.

*Selective:* The majority of freshmen accepted are in the top 25% of their graduating class. Typically, a 24 ACT/1110 Sat is required.

*Highly Selective:* The majority of freshmen accepted are in the top 10% of their graduating class. Typically, a 27 ACT/1220 SAT is required.

## **MILITARY INFORMATION**

### **Reserve Officer Training Corps (ROTC)**

This program offers 2-, 3-, and 4-year scholarships based on your merit and grades. ROTC programs offer military officer training at many colleges. Once you complete your degree, you are commissioned as an officer. Most commitments last 8 years: 4 years on active duty, and 4 years in the Reserves. The Coast Guard does not have an ROTC program. ROTC basics:

- Pays part or all of the cost of tuition and books depending on the branch of service.
- Pays a stipend during the school year depending on enrollment terms.
- Available to all majors, but engineering, nursing, or science students may be preferred.
- Select cadets can serve part time in the Reserves or National Guard while attending college.

### **Military Academies**

The five U.S. Military Academies, also called Service Academies, are undergraduate colleges that provide education and training to develop future commissioned officers of the U.S. Armed Forces. Each of the Service Academies provides a rigorous and comprehensive education to its students, offering undergraduate degrees in many areas of study while training them to become leaders and officers within their respective branches of the U.S. military. Most graduates are Congressional appointees. If appointed, students will receive a full scholarship to attend the Service Academies. Graduates of the Service Academies receive a commission as an officer in the U.S. Armed Forces and are obligated to serve for a minimum of five years.

- U.S. Military Academy (USMA), or West Point at West Point, New York

- U.S. Naval Academy (USNA) at Annapolis, Maryland
- U.S. Air Force Academy (USAFSA) at Colorado Springs, Colorado
- U.S. Coast Guard Academy (USCGA) at New London, Connecticut
- U.S. Merchant Marine Academy (USMMA) at Kings Point, New York.

**Learn more about each military branch and locate a recruiting site** (taken from MCIS website)

**All Services:**

[defense.gov](http://defense.gov)

[todaysmilitary.com](http://todaysmilitary.com)

**Army:** One of the largest employers in the US, the Army protects the US and its resources at home and abroad.

[army.mil](http://army.mil)

[goarmy.com](http://goarmy.com)

**Army Reserve:**

[usar.army.mil](http://usar.army.mil)

[goarmy.com/reserve](http://goarmy.com/reserve)

**National Guard:**

[nationalguard.com](http://nationalguard.com)

**Navy:** The largest maritime force in the world, the Navy ensures the world's oceans remain safe for trade and travel.

[navy.mil](http://navy.mil)

[navy.com](http://navy.com)

**Navy Reserve:**

[public.navy.mil](http://public.navy.mil)

[navy.com](http://navy.com)

**Air Force:** With its strong focus on technology, the Air Force protects the US in the air, space, and cyberspace.

[af.mil](http://af.mil)

[airforce.com](http://airforce.com)

**Air Force Reserve:**

[afrc.af.mil](http://afrc.af.mil)  
[afreserve.com](http://afreserve.com)

**Air Force National Guard:**

[ang.af.mil](http://ang.af.mil)  
[goang.com](http://goang.com)

**Marine Corps:** Often the first to be sent into combat, the Marine Corps is small but well known for its ability to fight.

[marines.mil](http://marines.mil)  
[marines.com](http://marines.com)

**Marine Corps Reserve:**

[marforres.marines.mil](http://marforres.marines.mil)  
[marines.com](http://marines.com)

**Coast Guard:** Protecting America's ports and waterways, the Coast Guard also serves with the Navy during war.

[uscg.mil](http://uscg.mil)  
[gocoastguard.com](http://gocoastguard.com)

**Coast Guard Reserve:**

[reserve.uscg.mil](http://reserve.uscg.mil)  
[gocoastguard.com](http://gocoastguard.com)

**Space Force:** This newest branch of the US military protects the US and its allies in cyberspace and space, and conducts space operations. More information about this branch will be added as it becomes available.

## GRADUATION REQUIREMENTS (24 Credits)

Grade	English 4 credits	Math 3.5 credits	Science 3.5 credits	Social 4 credits	Health & Phy Ed 1.5 credits	Art/Music 1 credit	Business .5 credits	Electives 6 credits
9	English 9  1 credit	Algebra I or Accelerated Geometry  1 credit	Physical Science (Grad year 2024 & 2025) or Earth Science (Grad year 2026+)  1 credit	American History II  1 credit	Phy Ed 9  .5 credits			
10	English 10  1 credit	Geometry or Accelerated Algebra II 1 credit	Biology  1 credit	Human Geography  .5 cr	Health 10  .5 credits			
11	English 11  1 credit	Algebra II 1 credit or CIS Intro to College Algebra .75 credits/CIS College Algebra .75 credits  1 or 1.5 cr	Chemistry or Physics *either junior or senior year  1 credit	World History  1 credit				
12	English 12  1 credit	Statistics or Algebra III for those who did not take CIS Intro College/CIS College Alg  .5 cr	Chemistry or Physics *either junior or senior year  1 credit	Civics  1 credit				
Varied Grades			Earth Science for Class of 2024 & 2025 .5 credits ----- Elective Science for Class of 2026+  .5 credits	Economics (10-12)  .5 credits	Phy Ed Elective (9-12)  .5 credits	Art or Music (9-12)  1 credit	Personal Finance (10-12)  .5 credits	Additional Courses (9-12)  6 credits

## SCHEDULING WORKSHEET

9 <sup>th</sup> Grade:	10 <sup>th</sup> Grade:	11 <sup>th</sup> Grade:	12 <sup>th</sup> Grade:
English 9	English 10	English 11	English 12
Algebra I or Accel Geometry	Geometry or Accel Algebra II	Algebra II or CIS Intro College Algebra/CIS College Algebra	Math (if needed/wanted):
Physical Science (Class of 2024 & 2025) or Earth Science (Class of 2026+)	Biology	*Chemistry or Physics	*Chemistry or Physics
American History II	Human Geography (1 <sup>st</sup> sem)/Health 10 (2 <sup>nd</sup> sem)	World History	Civics
(sem elective)/9 <sup>th</sup> Phy Ed			
Royal Hour	Royal Hour	Royal Hour	Royal Hour

To complete your scheduling worksheet you will need to select other required classes that can be taken various years or elective classes. In each “box” above, you should have either two semester classes or one yearlong class.

\*Please note, you do not need to take both chemistry and physics. If you only want one of the courses, then the year you aren’t taking it, you will have another box to complete. For example, if you want to take physics your senior year, then you would select another course in the “\*Chemistry or Physics box” for your 11<sup>th</sup> grade year.

	Semester 1	Semester 2
Period 1	_____	_____
Period 2	_____	_____
Period 3	_____	_____
Period 4	_____	_____
Period 5	_____	_____
Period 6	_____	_____
Period 7	<b>Royal Hour</b>	<b>Royal Hour</b>
Period 8	_____	_____

Please see the 4-Year Plan form in Appendix A towards the back of this booklet.

## Agriculture Curriculum

Course Number	Course Title	Credit	Prerequisite(s)	College Credit
AG100	Ag, Pizza and You	.5	Grades 9 or Grade 10 with Instructor Approval	
AG101	Small Engines I	.5		
AG102	Welding I	.5		
AG103	Get Wired	.5		
AG104*	Food Production I	.5		
AG105*	Greenhouse Management I	.5		
AG106	Woods I	.5		
AG107	Residential Building Construction	.5		
AG108	Ready, Set, Growing Green	.5		
AG109	Artistic Creations: Floral Design	.5		
AG110	Landscaping	.5		
AG111*	Small Companion Animal Care	.5		
AG112	American Restoration	.5		
AG113	Power Mechanics/General Auto Care	.5	Small Engines I	Articulated
AG114	Applied Business Management	.5		
AG115	Manufacturing	.5		
AG116	Intro to Engineering Design A/B	1.0	MS Gateway or Instructor Approval	
AG117*	Large and Small Animal Care	.5		
AG118*	Natural Resources Exploration	.5		
AG119	Floral and Landscape Design	.5		
AG120	Fix-It 101	.5	9-12 with Instructor Approval	
AG121	Culinary Arts Food Prep for Your Future	.5		
AG122	Life Skills	.5		
AG123	Wildlife Management	.5		
AG124	Forestry 101	.5		
AG125	Greenhouse Management II	.5	Greenhouse Management I	
AG200	Ag Leadership	.5		
AG201	Small Engines II	.5	Small Engines I	
AG202	Welding II	.5	Welding I	Articulated
AG203	Accelerated Metals	.5	Welding I	
AG204	Woods II	.5		
AG205*	Large Animal Vet Science	.5		
AG206	Advanced Woods	.5	Woods I or Woods II	
AG207	Advanced Agriculture Studies	.5	Grades 10-12	
AG208	Food Production II	.5	Food Production I	
AG300*	Computer Integrated Manufacturing A/B	1.0		
AG301	Work-Based Learning	1.0	Grades 11-12 and Instructor Approval	
AG500	Independent Agriculture Class	.5	Instructor Approval – see page 60	

\*Science elective credit

## **Agriculture**

### **Ag, Pizza & You**

AG100|Course Credit.5|Grade Level 9 or Instructor Approval

Class Limit 18

Do you like spending time outside? Cooking? Gardening? In Ag, Pizza and You, we will look at all of the various aspects of agriculture. This general Ag exploration class will look at how humans and the environment interact, including how we use agriculture to bring products to our consumption. Students will be introduced to a wide spectrum of agriculture related topics including: Minnesota history and natural resources, soil science, plant and animal care, and other vocational agriculture topics. Student projects include a corsage or boutonniere, purchasing and building a custom fishing rod, making a homemade pizza, and a Supervised Agricultural Experience Program (Aka a hands-on, out of class experience).

### **Small Engines I**

AG101|Course Credit .5|Grade Level 9-12

Class Limit 16

This course is designed to aid students in the understanding of 2-stroke and 4-stroke engines, how engines are constructed, how engines operate, and acceptable service and maintenance procedures. It is intended to be an introductory course in small engine repair, as students completely disassemble and reassemble a small engine and learn to troubleshoot problems. This class is a prerequisite to Small Engines II and Power Mechanics.

### **Welding I**

AG102|Course Credit .5|Grade Level 9-12

Class Limit 16

This course is a “hands on” introduction to arc and oxy-acetylene welding. It covers the maintenance of welders and the use of other welding supplies and equipment. Students will weld mild steel and cast iron. In addition, students will design and fabricate a project out of scrap iron. This class is a prerequisite to Welding II and Accelerated Metals.

## **Get Wired**

AG103|Course Credit.5|Grade Lev 9-12

Class Limit 16

This is an introductory course for anyone interested in the construction field. Students will learn basic wiring procedures from the breaker panel to switches and outlets, and indoor and outdoor wiring. Plumbing will include the selection and use of plumbing materials, tools, and proper procedures to install and repair basic plumbing. Students apply what they have earned to plan their own house as a semester project.

## **Food Production I**

AG104|Course Credits .5|Grade Level 9-12

Class Limit 18

This course is an introduction to the realm of food science, food technology and processing. It’s an overview of the largest industry in the U.S. with an emphasis on the science of food and the technology of food preservation. Learn about food products from harvest through processing and packaging to distribution and consumer utilization. Students will learn about different aspects of food through a “hands-on” cooking and tasting experience. This class counts towards science elective credit.

## **Greenhouse Management I**

AG105|Course Credit.5|Grade Level 9-12

Class Limit 16

Surround yourself with beautiful tropical flowers in the dead of Minnesota's cold Winter. Spend time in Royalton’s greenhouse, learning plant production, identification, disease prevention, pest management, and equipment care. Grow hydroponic lettuce to support the Royal lunch room and be able to taste your harvest monthly through school lunches. Learn how to propagate your own plants using techniques such as cuttings, seeds, and tissue culture as well as maintain and manage a commercial greenhouse as you prepare for the Schools Spring Plant Sale. You'll also participate in a Supervised Agricultural Experience Program (AKA a hands-on, out of class Experience). This hands-on class will have you active each day, as you play a management role in plant production.

## **Woods I**

AG106|Course Credit .5|Grade Level 9-12

Class Limit 16

This course is an introductory class related to using wood as a building medium to accomplish varied projects. Students will learn about tools, equipment, and safety that will prepare them for later classes and occupations. Some of the areas that will be explored are laminating, and construction. The course is designed to fit all ability levels.

## **Residential Building and Construction**

AG107|Course Credit .5|Grade Level 9-12

Class Limit 16

This semester course is a “hands-on” introduction to many of the key systems of agriculture building and construction. It is structured to introduce students to many important processes, materials, tools, and ideas used to produce the things we use every day. Students will work in groups to create small gable sheds. Here you can begin to see what it’s like to be part of the construction industry. You will learn about and perform many of the same jobs, but on a smaller scale, as the skilled craftsmen who build our homes.

## **Ready Set Grow, Growing Green**

AG108|Course Credit .5|Grade Level 9-12

Class Limit 20

Growing Green introduces concepts of plant growth and development. This course covers going green when going green is cool. Students will look at the impact of pollutions and becoming environmentally friendly. Basic horticulture practices of pruning and backyard sugaring (Maple Syrup) will be covered. Students will also study tree identification, forest measurements, modern forestry management, harvesting techniques, and focus on the economic importance of our forest system. Finally, students will learn the basics of how GPS systems work.

## **Artistic Creations: Floral Design**

AG109|Course Credit .5|Grade Level 9-12

Class Limit: 16

Students will study basic principles of floral design and production. Students will learn the characteristics of green plants, cut flowers and

potted flowering plants. Students will learn care and handling of floral plants and cut flowers. Students will acquire skills in construction by the designing of bows, corsages, bouquets, and floral arrangements. Media used will be natural, silk flowers, fresh cut flowers and dried materials. Students will learn by doing and will use materials and equipment used in the floral industry and by floral designers. Opportunities for employment will be explored. There will be a cost to students for supplies and tours.

## **Landscaping**

AG110|Course Credit .5|Grade Level 9-12

Class Limit 16

Landscaping is a multibillion-dollar industry for both sales and service and for good reason. This course will provide you a number of tips and techniques to develop your ideal landscape. We help you to identify and assess your landscaping needs, understand design principles, and implement your creative idea in your own setting. This course will teach you design principles, material application, cost estimation, visual analysis, planting design, hardscape applications, irrigation, water features, design for outdoor living, and business concepts for landscaping professionals. Whether you are working at your own home or at commercial application, students will learn about the steps through cost estimating to final installation and along the way we will show you a number of environmentally sound practices.

## **Small Companion Animal Care**

AG111|Course Credit .5|Grade Level 9-12

Class Limit 16

Do you love working with animals? Want to learn how to take care of them? This course is designed to teach technical knowledge and skills for occupations in the pet industry or the companion animal industry. Skills also relate to the veterinarian or the veterinarian technician career field. Topics covered include career building skills, health and safety of animals, proper handling of animals, client communication, medical record keeping, animal care, basic terminology, individual animal care, animal first aid and proper usage of equipment.

Typical instructional activities include hands-on experiences with cats, dogs, rabbits, fish, etc. Counts toward elective science credit.

### **American Restoration**

AG112|Course Credit .5|Grade Level 9-12  
Class Limit 16

The back roads of America are full of old treasures. Students will research the history and restore a piece of America's past. Topics covered will be shop safety, basic shop tool operation, and proper restoration techniques. Students will research their project and create a portfolio from start to finish of their final restoration and present it to the class. Students should plan early and think about a project they would like to restore.

### **Power Mechanics/General Auto Care**

AG113|Course Credit .5|Grade Level 9-12  
Prerequisite: AG101 - Small Engines I  
Class Limit 16

Students will explore their automobiles through units in general car care, auto body, and auto repair estimation. The areas of horsepower, hydraulics, pneumatics, diesel engines, and turbochargers will be covered on automotive and specialty engines.

### **Applied Business Management**

AG114|Course Credit .5|Grade Level 9-12  
Class Limit 20

This course is designed to teach students basic concepts in farm and small business management. Students will learn to develop and set business goals, understand how and what records to keep on a business, and computerized analysis of the business using these records. Management practices such as budgeting, cash flow, projections, and net worth statements will be covered. Students will be introduced to marketing and salesmanship skills used to sell a product or their business. Students will use AET tracker and complete a proficiency application as part of this course.

### **Manufacturing**

AG115|Course Credit .5|Grade Level 9-12  
Class Limit 20

This class explores manufacturing from its beginning levels and allows the students to design and create products just like real world manufacturing. Students will tour actual manufacturing companies and explore how these companies create quality products.

### **Introduction to Engineering Design (IED) A/B**

AG116|Course Credit 1.0|Grade Level 9-12  
Prerequisite: MS Gateway or Instructor Approval  
Class Limit 20

This class prepares students to enter several upper-level PLTW classes. This is a laboratory-based course that emphasizes the development of design. Students use computer software to produce, analyze and evaluate models of project solutions. They study the design concepts of form (design) and function (engineering), then use state-of-the-art technology to translate conceptual design to solve various problems in a team setting.

### **Large and Small Animal Care**

AG117|Course Credit .5|Grade Level 9-12  
Class Limit 20

From cats to cows, this class will cover how to care for various animals found in your home or on your farm. We will look into topics like proper care, nutrition, breeds, and veterinary science. Lab activities will give you practical hands-on experience to help you better care for your animals whether big or small. You'll also participate in a Supervised Agricultural Experience Program (Aka a hands-on, out of class experience), This class counts towards science elective credit.

### **Natural Resources Exploration**

AG118|Course Credit .5|Grade Level 9-12  
Class Limit 18

Make Minnesota's great outdoors your classroom as we take learning outside to explore Minnesota's forests, wildlife, water management, and pollution. We'll talk about ways to manage forests, the connection between wildlife and the ecosystem, and how pollution and humans affect the trees and

animals in the environment. This hands-on class will have you outside, creating forest biodiversity, managing white tailed deer populations through camera traps, and purchasing and building a custom fishing rod. You'll also participate in a Supervised Agricultural Experience Program (Aka a hands-on, out of class experience), This class counts towards science elective credit.

### **Floral and Landscape Design**

AG119|Course Credit .5|Grade Level 9-12

Class Limit 16

Corsages, bud vases, plant identification, and greenscapes are just a few of the things you will learn in this course. This course will be split to cover both floral design and landscape design. During the first quarter you will gain a better understanding of the basics of design, how to create various floral arrangements as well as an in-depth look at the cut flower industry. Second quarter will switch to landscaping. During this portion of the class we will look at designing and constructing numerous greenscapes and hardscapes. This course is hands-on, you will work with flowers, you will get dirty, and you will create and bring home beautiful floral arrangements and landscaping ideas.

### **Fix-It 101**

AG120|Course Credit .5|Grade Level 9-12

Prerequisite: Instructor Approval

Class Limit 20

This is a basic repairs class. It is designed for students who may be nervous to take a full semester topic specific shop class. We are going to go over what it takes to care for yourself as a home and car owner after you graduate from high school. We are going to be Learning those skills, and others like painting a wall, working with a hammer and changing a light bulb which are all important basic household repairs that teens should be learning. These types of skills will enable you to maintain a home and save money doing it.

### **Culinary Arts Food Prep for Your Future**

AG121|Course Credit .5|Grade Level 9-12

Class Limit 18

This course helps students learn how to select, store, prepare, and serve foods while preserving their nutrients, flavors, textures, and colors. Students will learn safe food handling practices to prevent food borne illness. Practical experience is gained through the application of skills in food preparation, menu planning, serving meals, customer relations, nutrition and sanitation. Students will learn in a well- equipped, modern kitchen and may prepare food for school functions and events. This course includes classroom instruction, practical lab work in a commercial kitchen.

### **Life Skills**

AG122|Course Credit .5|Grade Level 9-12

Class Limit 18

Life Skills is designed to increase student knowledge and skills necessary for everyday living. The course emphasizes goal-setting, decision making, problem solving, and communication. In this course students will learn basic life skills that will help them pursue goals for living independently. They will gain knowledge and skills to help them achieve appropriate independence in areas of home care and maintenance. Students will gain hands on lab experiences in caring for house plants and pruning trees. Students also learn how to manage money, create graphs, understand grocery store pricing, and the basics of rulers and common measurements.

### **Wildlife Management**

AG123|Course Credit .5|Grade Level 9-12

Class Limit 20

Make Minnesota's great outdoors your classroom as we take learning outside to explore Minnesota's Forests, Wildlife, Water Management, and Pollution. We'll talk about ways to manage properties for certain wildlife species, the connection between wildlife and the ecosystem, and how pollution and humans affect the trees and animals in the environment. This hands-on class will have you outside creating forest biodiversity

and managing white tailed deer populations through camera traps.

### **Forestry 101**

AG124|Course Credit .5|Grade Level 9-12

Class Limit 20

What is Forestry? Forestry is both a science and an art. Enjoy Roylton's 40-acre school forest. Identify tree species. Manage our forest to create a healthy canopy and area full of biodiversity to support the wildlife that live within. We will spend numerous hours outdoors. Forestry students are trained to grow, manage, and protect healthy forest ecosystems. Our forestry class is designed to give students hands-on field experiences using the latest technology when learning about land management principles and practices.

### **Greenhouse Management II**

AG125|Course Credit .5|Grade Level 9-12

Prerequisite: Greenhouse Management I

Class Limit 16

Use the skills you practiced in GreenHouse Management I to manage our greenhouses spring plant sale. Learn sales and marketing techniques along with active management as you work in the greenhouse producing beautifully arranged containers. Learn how to propagate your own plants using techniques such as cuttings, seeds, and tissue culture as well as maintain and manage a commercial greenhouse as you prepare for the Schools Spring Plant Sale. You'll also participate in a Supervised Agricultural Experience Program (AKA a hands-on, out of class Experience). This hands-on class will have you active each day, as you play a management role in plant production.

### **Ag Leadership**

AG200|Course Credit .5|Grade Level 9-12

Class Limit 20

This course is for students interested in agriculture and FFA. This course will enable students to develop the knowledge, attitudes, and skills to demonstrate positive leadership for agriculture. We will look at the skills necessary to be a leader, how to work as a team, manage people, and many career-related things as well. Topics will include

team building exercises, personality profiles, career interest profiling, parliamentary procedure, and specific leadership qualities, with others to be developed from student interest. This class will be highly project-oriented and will include writing assignments, team and individual projects, and journals. All information will be presented in terms of how it affects you as a student, an individual, and a future (or current) leader in society. The textbook for this class is called Leadership: Personal Development and Career Success by Cliff Ricketts. We will use it to some extent as a reference tool. You'll also participate in a Supervised Agricultural Experience Program (Aka a hands-on, out of class experience),

### **Small Engines II**

AG201|Course Credit .5|Grade Level 9-12

Prerequisite: Small Engines I

Class Limit 16

This class is a "hands-on" course offered to students who would like to improve on the basic skills learned in Small Engines I. Students will disassemble and reassemble 2 -stroke, Over Head Valve, and V-twin engines. In addition to the specialty engines listed above, students will work with the instructor to cooperatively design and fabricate a mechanics project to meet the desired outcomes of the course.

### **Welding II**

AG202|Course Credit .5|Grade Level 9-12

Prerequisite: Welding I

Class Limit 16

This course is a "hands-on" course to arc, oxy, MIG and TIG welding. Students will learn different types of welds and weld in the horizontal and overhead welding positions. Oxy-fuel brazing and plastic welding will also be covered in this class. Students will complete a final artistic project. Students who successfully complete this course may be eligible to receive Tech Prep college credits through one of the following schools: Anoka Technical College, Central Lakes College, St. Cloud State University, or St. Cloud Technical and Community College. Please speak with the instructor for further information.

### **Accelerated Metals**

AG203|Course Credit .5|Grade Level 9-12

Prerequisite: Welding I

Class Limit 16

This course covers MIG and TIG welding. Students in this class will apply skills learned in Welding I to research, plan and build a project out of metal.

Students are encouraged to plan early for this class and have a project in mind when registering.

### **Woods II**

AG204|Course Credit .5|Grade Level 9-12

Class Limit 16

This class will concentrate on using design and construction processes to create next generation projects using wood as a building material. Students will learn about advanced level joinery and assembly practices to create a unique woodworking project.

### **Large Animal Vet Science**

AG205|Course Credit .5|Grade Level 9-12

Class Limit 16

This course is designed to give students a chance to learn a variety of knowledge related to animals in our world. Students will study the scientific background of how improvements are made in producing our high-quality animals being raised today. Scientific selection methods of animals will be studied along with animal genetics and animal growth. Students will study basic animal systems, parasites and diseases, and animal health in this course. Students will cover special areas such as animal welfare, consumer concerns of ag production, and technology used in the industry. This counts toward science elective credit.

### **Advanced Woods**

AG206|Course Credit .5|Grade Level 9-12

Prerequisite: Woods I or Woods II

Class Limit 16

This class allows the students to design and create their own cabinetry or woodworking project. Students will explore several styles and techniques before designing their project using AutoCAD Inventor. After the planning process is completed, students will create their own piece of furniture.

### **Advanced Agriculture Studies**

AG207|Course Credit .5|Grade Level 10-12

Prerequisite: Must be arranged by the student, their parent/guardian and instructor.

Advanced study enriches the agricultural education experience and may extend beyond the traditional classroom setting. Student, parent/guardian, and instructor will select an area of study based on the student's need and interest. A minimum of 30 hours will be spent in an organized study with the supervision of an agricultural instructor. The remaining 90 hours will be completed independently by the student. Areas of study may include agriculture, leadership, and/or community service. Additional credits may be earned based on the student's progress and needs in the program of study.

### **Food Production II**

AG208|Course Credit .5|Grade Level 9-12

Prerequisite: Food Production I

Class Limit 16

This is the second course in the realm of food science, food technology and processing. We will dive into the chemistry of food, looking at why meat changes color when cooked, why bread rises, etc. Learn the why behind your food. Students will learn about different aspects of food through a "hands-on" cooking and tasting experience.

### **Computer Integrated Manufacturing (CIM) A/B**

AG300|Course Credit 1.0|Grade Level 9-12

Class Limit 16

How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? While students discover the answers to these questions, they're learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems. The first semester focuses on the history of manufacturing and VEX robotics. Students will design a project on Inventor and write code for a CNC milling machine to build their project. The second semester focuses on the

function and programming of robotic arms. Student's final capstone project is the creation of a functioning factory. This may count for elective science credit.

### **Work-Based Learning A/B**

AG301|Course Credit 1.0|Grade Level 11-12

Prerequisite: Instructor Approval

Class Limit 15

This course requires instructor approval and confirmation of employment before registering. Students are excused for one period out of class to go to work. The job must meet all child labor laws and be previously approved. Should a student's working hours not coincide with hours in school they must remain in the classroom that day. Students must pass all required coursework to attend the work placement. You will not only go to your job but also complete class assignments online, complete work journals, and other projects to assist you in becoming a successful employee. The instructor will make monthly visits to your place of employment and stay in continuous communication with your supervisors. Themes included in the course are: Career Exploration, Career Experience, and Interdisciplinary Learning. The student must take this course for both periods 4 and 8 for both A and B days.

### **Independent Agriculture**

AG500|Course Credit .5|

Prerequisite: Instructor Approval

Student and instructor sign an agreement detailing student work to be completed.

## Art Curriculum

Course Number	Course Title	Credit	Prerequisite(s)
AR103	Introduction to Ceramics & Sculpture	.5	
AR105	Introduction to Digital Art & Photography	.5	
AR107	Introduction to Drawing & Painting	.5	
AR200	Royal Yearbook I	.5	
AR201	Drawing I	.5	AR107 Intro to Drawing & Painting
AR203	Ceramics I	.5	AR103 Intro to Ceramics & Sculpture
AR205	Advanced Digital Art & Photography	.5	AR105 Digital Art & Photography
AR206	Drawing II	.5	AR201 Drawing I
AR209	Ceramics II	.5	AR203 Ceramics I
AR210	Advanced Painting & Studio Art	.5	AR107 Intro to Drawing & Painting
AR211	Studio Art	.5	
AR300	Royal Yearbook II	.5	AR200 Royal Yearbook I
AR302	Community Art	.5	Instructor Approval or 1 credit of previous senior high art
AR400	Royal Yearbook III	.5	AR300 Royal Yearbook II
AR500	Independent Art	.5	Instructor Approval – see page 60
AR501	Independent Yearbook	.5	Instructor Approval – see page 60

## **Art**

### **Introduction to Ceramics & Sculpture**

AR103|Course Credit .5|Grade Level 9-12

Class Limit 18

This course is an introduction to 3-dimensional mediums. Students will learn about the elements and principles of pottery and sculpture and use them to create hand-built and wheel thrown projects using clay and various materials. Students will look into the world of great sculptors in art history and will explore contemporary works and artists.

### **Introduction to Digital Art & Photography**

AR105|Course Credit .5|Grade Level 9-12

Class Limit 20

Providing an introduction to both digital media art software and photography, this course will introduce the world of digital media arts. Students will shoot a variety of projects and will learn and apply Photoshop techniques to digitally enhance photos, create digital illustrations and animations. Artists will create a series of digital works that explores a personal theme and will compile a personal portfolio.

### **Introduction to Drawing & Painting**

AR107|Course Credit .5|Grade Level 9-12

Class Limit 24

This course combines the two most common 2-D art forms, painting and drawing. You will develop skills using media such as pencil, charcoal, inks, copic markers, colored pencils, acrylics, fluid, gouache and watercolor paints. We will focus on observational drawing skills, as well as portraiture, cartooning, calligraphy, color theory, composition, and the technical aspects of brushwork. Art history, themes, and concepts will be explored as they relate to 2-D works that explore a personal art concept and will compile a personal portfolio.

### **Royal Yearbook I**

AR200|Course Credit .5|Grade Level 9-12

Class Limit 16

Yearbook staff members, editors, and photographers are responsible for writing articles, selling advertising space to local businesses, creating digital art, taking photographs, and much

more. The skills needed to create a stellar book like “The Royal” are taught from Royalton’s Junior and Senior staff members, preparing you for moving onto The Royal Yearbook II + III.

### **Drawing I**

AR201|Course Credit .5|Grade Level 9-12

Prerequisite: Intro to Drawing & Painting

Class Limit 24

Students will expand their skills with strong emphasis on observational skills. You will explore new mediums and techniques using color while focusing on compositional elements of design and strengthening problem-solving skills. Opportunities will be given to students for experimentation with specific mediums as well as more in-depth subject matter as development of personal style evolves throughout the courses. Contemporary trends in art will be integrated within the course to enrich student knowledge and awareness.

### **Ceramics I**

AR203|Course Credit .5|Grade Level 9-12

Prerequisite: Intro to Ceramics & Sculpture

Class Limit 18

Course Fee \$15

Students will work on hand-made pottery as well as wheel thrown techniques. Students will explore sculptural as well as glazing techniques.

### **Advanced Digital Art & Photography**

AR205|Course Credit .5|Grade Level 9-12

Prerequisite: Intro to Digital Art & Photography

Class Limit 20

Students will advance their digital art making skills I this course and will focus on a chosen medium to explore throughout the semester. Students will create a digital portfolio culminating their work throughout the course.

### **Drawing II**

AR206|Course Credit .5|Grade Level 10-12

Prerequisite: Drawing I

Class Limit 22

Students will further develop their skills in Drawing but at an independent level. Students in this course will work alongside underclassmen as they develop

their craft and prepare a final portfolio presentation to be displayed at school during an art exhibition.

### **Ceramics II**

AR209|Course Credit .5|Grade Level 10-12

Prerequisite: Ceramics I

Class Limit 16

Course Fee \$15

Students in this course will develop their craft and prepare a final portfolio presentation to be displayed at school during an art exhibition.

### **Advanced Painting/Studio Art**

AR210|Course Credit .5|Grade Level 9-12

Prerequisite: Intro to Drawing & Painting

Class Limit 16

Students will expand skills acquired in Intro to Drawing and Painting with strong emphasis on observational skills and discovering and developing your own unique artistic style. You will explore new mediums and techniques using color while focusing on compositional elements of design and strengthening problem-solving skills. Opportunities will be given to students for experimentation with specific mediums (acrylic, gouache, pastels, charcoal, watercolor) as well as more in-depth subject matter as development of personal style evolves throughout the course. This course is designed to be more individualized with students working together in the studio space on separate projects and ideas.

### **Studio Art**

AR211|Course Credit .5|Grade Level 10-12

Prerequisite: Any Introduction HS Art Class

Class Limit 16

Students will expand skills acquired in any of the introduction to art classes, with a strong emphasis on discovering and developing your own unique artistic style. You will explore new mediums and techniques using color while focusing on compositional elements of design and strengthening problem-solving skills. Opportunities will be given to students for experimentation with a variety of mediums (clay, acrylic, gouache, pastels, charcoal, watercolor) as well as more in-depth subject matter as development of personal style evolves

throughout the course. This course is designed to be more individualized with students working together in the studio space on separate projects and ideas.

### **Royal Yearbook II**

AR300|Course Credit .5|Grade Level 11-12

Prerequisite: Royal Yearbook I

Students will help lead the yearbook staff in producing Royalton's exceptional annual yearbook, "The Royal." Junior staff, editor and photographers are responsible for writing articles, selling advertising space to local businesses, creating digital art, taking photographs and much more. Junior staff members help maintain "The Royal's" stellar reputation.

### **Community Art**

AR302|Course Credit .5|Grade Level 9-12

Prerequisite: 1 credit senior high art or Instructor Approval

Class Limit 16

Leave your legacy in our school and contribute to keeping the arts "alive" in our community! This class provides students with opportunities to participate in group art projects designed to promote the arts in our school and community. Site specific art installations/sculptures, creating artwork to be displayed, designing murals, and arts interning at the elementary school are just some of the options available in this class!

### **Royal Yearbook III**

AR400|Course Credits .5|Grade Level 12

Prerequisite: Royal Yearbook II

Students will help lead the yearbook staff in producing Royalton's exceptional annual yearbook, "The Royal." Senior staff, editors, and photographers are responsible for writing articles, selling advertising space to local businesses, creating digital art, taking photographs, and much more. Senior staff members help maintain "The Royal's" stellar reputation!

**Independent Art**

AR500|Course Credit .5|Grade Level 10-12

Prerequisite: Instructor Approval

Student and instructor sign an agreement detailing student work to be completed.

**Independent Yearbook**

AR501|Course Credit .5|Grade Level 10-12

Prerequisite: Instructor Approval

Student and instructor sign an agreement detailing student work to be completed.

## Business Curriculum

Course Number	Course Title	Credit	Prerequisite(s)	College Credit
BU101	IT1: Web Page Design	.5		
BU103	AS1: Workplace Communication Tools	.5		*Pending
BU104	AS2: Workplace Data Tools	.5		*Pending
BU105	BM1: Introduction to Business	.5		
BU 106	BM2: Business Law			
BU200	AF1: Personal Finance	.5	Grades 10-12	*Pending
BU204	AF2: Financial Accounting (yearlong) High School Credit	1.0	Grades 10-12	*Pending
BU205	BM3: Entrepreneurship	.5	Grades 10-12	
BU206	MM1: Sports/Entertainment Marketing	.5		
BU207	MM2: Hospitality/Tourism Marketing	.5		
BU208	MM3: Sales & Marketing	.5	Grades 10-12	
BU300	Work Experience A/B	1.0	Grades 11-12; Paid Job; Teacher Approval	
BU500	Independent Business	.5	Instructor Approval – see page 60	
CBU204	AF2: CIS Accounting Principles I (Financial) CLC Credit: ACCT2011	1.0	Meet CLC requirements Grades 10-12	Yes

\*Pending Articulation Credit Approval

## **Business**

### **Web Page Design**

BU101|Course Credit .5|Grade Level 9-12

Class Limit 26

An Information Technology Career Pathway Course  
Want to do more than make a Google site? Web Page Design is an introduction to the design, creation and maintenance of web pages. Students will critically evaluate websites and learn how to create dynamic pages and sites. Learn the fundamentals of HTML5, CSS3, and What-you-see-is-what-you-get design.

### **Workplace Communication Tools**

BU103|Course Credit .5|Grade Level 9-12

Class Limit 26

Pending Articulation Credit Approval

An Administrative Support Career Pathway Course  
Students in this course will learn the ins and outs of using word processing and presentation programs. Students will learn to create professional letters and reports, insert watermarks and make use of a mail merge in Microsoft Word. While using Microsoft PowerPoint, students will learn to create professional presentations that can be self-run with animations, charts, and other media. Through the use of both programs, students will learn to manage saved files and the sharing/collaborating settings. As part of this course, students will take Certiport Certification exam(s) in Word and PowerPoint. This is a recognized professional credential. **Students in grades 10-12 who successfully complete this course AND AS2: Workplace Data Tools may be eligible to receive Tech Prep college credits for CPTR 1210 – Introduction to Computers.**

### **Workplace Data Tools**

BU104|Course Credit .5|Grade Level 9-12

Class Limit 26

Pending Articulation Credit Approval

An Administrative Support Career Pathway Course  
Spreadsheets and databases OH MY! Students in this course will learn the ins and outs of using a spreadsheet, everything from basic formulas, formatting and charts to pivot tables, what-if analysis and other financial functions. Students will build a foundational understanding of databases

using Microsoft Access. As part of this course, students will take Certiport Certification exam(s) in Excel. This is a recognized professional credential.

**Students in grades 10-12 who successfully complete this high school course may be eligible to receive Tech Prep college credits for ACCT1219 –Spreadsheets-Microsoft Excel.**

### **Introduction to Business**

BU105|Course Credit .5|Grade Level 9-12

Class Limit 26

A Business Management Career Pathway Course  
Students will be introduced to each of the many important and exciting facets of business practice – from management to marketing to entrepreneurship and international business. The course is designed to help students determine their interest level in business and to gain an insight to various career opportunities.

### **Business Law**

BU106|Course Credit .5|Grade Level 9-12

Class Limit 26

A Business Management Career Pathway Course  
Are you curious about the law and how it affects you? Come take a tour of the American legal system. This course is designed to inform students of their rights and obligations in business and personal encounters. Topics will include criminal and civil law, the state and federal court systems, youth and the legal system, negligence, as well as ethics and values.

### **Personal Finance**

BU200|Course Credit .5|Grade Level 10-12

Class Limit 26

Pending Articulation Credit Approval

An Accounting and Finance Career Pathway Course  
Personal finance is a course designed to help students understand the impact of individual choice on career goals and future income potential. Financial topics covered include: budgeting, checking, credit, insurance, investing, saving, and taxes. This course will provide a foundation for making informed personal financial decisions.

**Students who successfully complete this course may be eligible to receive Tech Prep college credits for ECON 1310 – Personal Finance**

### **Financial Accounting A/B**

BU204|Course Credit 1.0|Grade Level 10-12  
Class Limit 26

An Accounting and Finance Career Pathway Course Accounting is the language of business, and accountants are the translators. This class is a must for anyone considering a business or accounting career. This year long course integrates financial and managerial accounting to show how accounting facilitates business and narrates a company's inner workings through its financial statements. Students will be challenged to think critically and develop a strong understanding of spreadsheets and databases. Students who successfully complete this high school course may be eligible to receive Tech Prep college credits for ACCT1215 – Accounting Principles I

### **Entrepreneurship**

BU205|Course Credit .5|Grade Level 10-12  
Class Limit 26

A Business Management Career Pathway Course Have you ever wished you were the boss? Did you ever think you had a good idea for a product or service? Do you like to plan your own day and make your own decisions? Then you might consider entrepreneurship as a career. Entrepreneurship will introduce you to the process of starting and managing your own business. Students will create a business plan that includes market research, self-analysis, industry trends, forms of organization, hiring employees, setting goals, defining target markets, the marketing mix, managing risk, and a financial plan.

### **Sports & Entertainment Marketing**

BU206|Course Credit .5|Grade Level 9-12  
Class Limit 26

A Marketing Management Career Pathway Course The Sports Marketing class will give students an introduction to the business side of sports and entertainment. The class provides a fun way to learn about careers in sports and entertainment while

focusing on solid business basics, such as supply and demand, entrepreneurship, productivity and labor, and competition.

### **Hospitality and Tourism Marketing**

BU207|Course Credit .5|Grade Level 9-12  
Class Limit 26

A Marketing Management Career Pathway Course This course will provide an introduction to the marketing of hotels, restaurants and clubs. Students will learn about market segmentation, marketing research, public relations, promotions, packaging, pricing strategies and the future of hospitality marketing.

### **Sales and Marketing**

BU208|Course Credit .5|Grade Level 10-12  
Class Limit 26

A Marketing Management Career Pathway Course Marketing is essential for students preparing for a future in business. This class allows students to explore the activities of marketing products, sales, and advertising. Throughout the course, students will learn how to successfully market both themselves and the companies with which they will one day work for or own.

### **Work Experience A/B**

BU300|Course Credit 1.0|Grade Level 11-12  
Prerequisite: Paid Job & Instructor Approval  
Class Limit 20

Students will learn the skills needed to plan their future careers and transition from school to work. Topic areas include: personal leadership development, work-based learning, safety in the workplace, skills for success, career planning, the job hunt, job satisfaction, and managing income.

### **Independent Business**

BU500|Course Credit .5|Grade Level 10-12  
Prerequisite: Instructor Approval

Student and instructor sign an agreement detailing student work to be completed.

### **Accounting Principles I (Financial)**

CBU204|Course Credit 1.0 HS/4.0 College|Grade Level 10-12

**Prerequisite: Meet CLC Admission and Course Requirements**

Accounting is the language of business, and accountants are the translators. This class is a must for anyone considering a business or accounting career. This yearlong course integrates financial and managerial accounting to show how accounting facilitates business and narrates a company's inner workings through its financial statements.

## English Curriculum

<b>Course Number</b>	<b>Course Title</b>	<b>Credit</b>	<b>Prerequisite(s)</b>	<b>College Credit</b>
EN100	English 9A/B	1.0		
EN101	Reading Rocks A/B	1.0	Grades 9-10 or Instructor Recommendation	
EN102	Creative Writing	.5	Good work ethic	
EN103	Drama Performance	.5		
EN104	Drama Production	.5		
EN105	Interpersonal Communications	.5		
EN106	Gothic Literature I	.5		
EN107	Genres in Literature	.5		
EN109	Royals TV A/B	1.0	Grades 10-12; Instructor Approval	
EN200	English 10A/B	1.0	English 9	
EN300	English 11A/B	1.0	English 10	
EN400	English 12A/B	1.0	English 11	
EN500	Independent English	.5	Instructor Approval – see page 60	
CEN300	CIS Composition I	1.0	Meet CLC Admission/Course requirements	Yes
CEN400	CIS Composition II	1.0	Meet CLC Admission/Course requirements	Yes

## **ENGLISH**

### **English Communication 9 A/B**

EN100|Course Credit 1.0|Grade Level 9

In the first semester students will participate in a study of vocabulary, creative writing, grammar/usage/mechanics, short stories, Of Mice and Men and the five-paragraph essay. In the second semester students will participate in a study of vocabulary, creative writing, grammar/usage/mechanics, To Kill a Mockingbird, Romeo and Juliet and the five-paragraph essay.

### **Reading Rocks A/B**

EN101|Course Credit 1.0|Grade Level 9-10

Prerequisite: Teachers may recommend students who test below grade level

Class Limit 26

Students will have the opportunity to explore new words, new worlds, and new ideas using a wide variety of novels.

### **Creative Writing**

EN102|Course Credit .5|Grade Level 9-12

Prerequisite: Good Work Ethic

Class Limit 20

Students will learn and practice varying types of creative writing, exploring many different genres and writing styles. Students who take this course must understand there are many writing assignments throughout the semester. Aside from writing instruction and practice, this course helps students become comfortable with the writing deadlines and word count requirements that many professional careers require. This course has loads of task work, but is also loads of fun to experience.

### **Drama Performance**

EN103|Course Credit .5|Grade Level 9-12

Class Limit 25

Explore the many aspects of play performance. This course includes becoming comfortable with moving about on the stage, the importance of both verbal and non-verbal expression, and the art of getting into character. We will work on many short drama selections as well as a longer play.

### **Drama Production**

EN104|Course Credit .5|Grade Level 9-12

Class Limit 18

This course focuses on the behind-the-scenes of a performance. Get into the world of directing. Learn to work the lighting and sound like a drama techie. Design and create costumes that could actually be used in a performance. Design a set, and then construct and paint the set.

### **Interpersonal Communications**

EN105|Course Credit .5|Grade Level 9-12

Prerequisite: Must have passed English 8

Class Limit 20

This course will offer students an opportunity to explore how we use our personalities and voices to effectively communicate with those around us. In doing so, we will dive into personality styles and how these styles can shape our understanding of interpersonal communication. We will learn how to speak and write appropriately in various contexts in the world beyond the classroom. Students will also be introduced to the basic principles of effective public speaking, learning to inform and to persuade various audiences.

### **Gothic Literature I**

EN106|Course Credit .5|Grade Level 9-12

Class Limit 25

Ghosts, underground passageways, supernatural creatures, and horrifying secrets...they're all found in gothic literature. This course focuses on the concept of gothic literature from its inception to modern adaptations. This beginner's course follows the development of gothic concepts through short stories, visual works, and one contemporary novel.

### **Genres in Literature**

EN107|Course Credit .5|Grade Level 9-12

Class Limit 25

Students will read from varied genres of literature. Students will have some input in what is read in the course.

### **Royals TV A/B**

EN109|Course Credit 1.0|Grade Level 10-12

Prerequisite: Instructor Approval-Performance in previous English classes will be taken into consideration

Class Limit 20

Royals TV is a year-long elective course. The course will offer students a creative way to highlight all that is happening at Royalton High School and Middle School. Students will work with a team to develop, promote, and produce a regular news broadcast that includes various segments including sports, human interest stories, Royalton current events, student and staff spotlights, and more! This fast-paced and active class will also cover a wide range of journalistic and communication skills/topics like professional ethics, copyright, teamwork, responsibility, interviewing, video production, editing, and storyboarding. If you are a *self-motivated* and *self-disciplined* individual who loves working with groups to create something unique, this class might just be for you!

### **English Communication 10 A/B**

EN200|Course Credit 1.0|Grade Level 10

Prerequisite: EN100 English 9

During the first semester students will participate in a study of vocabulary, creative writing, analytical essay, grammar/usage/mechanics, mythology, short story, Our Town, All Quiet on the Western Front. During the second semester students will participate in a study of vocabulary, creative writing, research paper, grammar/usage/mechanics, mythology, short story, Othello, The Outsiders, and Cyrano de Bergerac.

### **English Communication 11 A/B**

EN300|Course Credit 1.0|Grade Level 11

Prerequisite: EN200 English 10

During the first semester students will participate in a study of vocabulary, creative writing, biography, grammar/usage/mechanics, Puritan, Revolutionary, Romanticism, American Renaissance, and Death of a Salesman. In the second semester students will participate in a study of vocabulary, creative writing, college application essay, letter of application and resume, grammar/usage/mechanics, Transcendentalism, and The Grapes of Wrath.

### **English Communication 12 A/B**

EN400|Course Credit 1.0|Grade Level 12

Prerequisite: EN300 English 11

During the first semester students will participate in a study of vocabulary, creative writing, grammar/usage/mechanics, analytical essay, an autobiography, British Literature, and a contemporary novel. In the second semester students will participate in a study of vocabulary, creative writing, grammar/usage/mechanics, analytical essay, persuasive essay, a contemporary novel and Hamlet.

### **Independent English**

EN500|Course Credit .5|Grade Level 12

Prerequisite: Instructor Approval

Student and instructor sign an agreement detailing student work to be completed.

### **Composition I**

CEN300|Course Credit 1.0 HS/4.0 College|Grade Level 11-12

Prerequisite: Meet CLC requirements

Class Limit 25

Composition I is a writing-intensive course that prepares students for writing effectively in a variety of academic and professional situations. Students will learn and employ a variety of rhetorical strategies, including (but not limited to) description, narration, exposition, exemplification, classification, process analysis, comparison/contrast, and definition through formal papers written in edited Standard English, which will result in a total of at least 5,000 words. In addition, students may also be asked to write journals, a resume and letter of application, and to review grammar. Students will regularly engage in all stages of the writing process; learn how to successfully participate in an online, academic environment; and hone their ability to identify thesis, audience, tone, unity, coherence, and emphasis in their reading and writing. The course will also include a literature component to present basic terminology and foster critical thinking skills. MnTC Goal 1

## **Composition II**

CEN400|Course Credit 1.0 HS/4.0 College|Grade Level 11-12

Prerequisite: CEN300 Composition I

Class Limit 25

Composition II focuses on research-based writing and information literacy. Students will learn and employ rhetorical strategies such as analysis (of ideas or human situations into comparable or constituent parts), cause and effect reasoning, inductive/deductive reasoning, and argument/persuasion. Subjects may include reaction, evaluation, and interpretation of literature and/or socio-cultural phenomena. Students will learn the principles of the academic research process such as developing a topic, understanding and applying outside sources, and defining and supporting a critical lens. During that process, students will learn how to locate, access, evaluate, and synthesize traditional and online library resources. Throughout the course, students will demonstrate a command of the writing and revision process and the APA (American Psychological Association) and the MLA (Modern Language Association) formats. Students will demonstrate these skills through formal papers written in edited Standard English, which will result in a total of at least 5,000 words. MnTC Goal 1

## Mathematics Curriculum

Course Number	Course	Credit	Prerequisite	College Credit
MA100	Algebra I A/B	1.0	9 <sup>th</sup> Grade	
MA101	Math Rocks A/B	1.0	Grades 9-11; Instructor Recommendation	
MA102	Accelerated Geometry A/B	1.0	9 <sup>th</sup> Grade	
MA200	Geometry A/B	1.0	9 <sup>th</sup> Grade Algebra I	
MA201	Accelerated Algebra II	1.0	10 <sup>th</sup> Grade	
MA202	Intro to College Algebra-(HS)	.5	Grades 11-12	No
MA203	College Algebra – (HS)	.5	Grades 11-12	No
MA300	Algebra II A/B	1.0	Geometry, 11 <sup>th</sup> Grade	
MA400	Algebra III A	.5	Instructor Approval Only	
MA401	Statistics & Probability A	.5	Grades 11-12	
MA500	Independent Math	.5	Instructor Approval – see page 60	
CMA202	CIS Intro to College Algebra	.75	Meet CLC requirements	Yes
CMA203	CIS College Algebra	.75	Meet CLC requirements	Yes
CMA400	CIS Precalculus	1.25	Meet CLC requirements	Yes
CMA401	CIS Calculus	1.25	Meet CLC requirements	Yes

## Math Sequence(s):

Grade	Common Pathway	Accelerated Pathway
6	Math 6	Math 6
7	Pre-Algebra 7	Accel MS Algebra 7
8	MS Algebra I	Algebra I 8
9	Algebra I	Accelerated Geometry
10	Geometry	Accelerated Algebra II
11	Algebra II	CIS Intro College Algebra/CIS College Algebra
12	Algebra III or Statistics	CIS Precalculus

## **Mathematics**

### **High School Algebra A/B**

MA100|Course Credits 1.0|Grade Level 9

Prerequisite: Middle School Algebra

Materials Needed: Scientific calculator with a fraction key

Maximum Number of Students: 30

Rotation: Every Year

This class is a review and continuation of Middle School Algebra. Topics will include: simplifying algebraic expressions, solving linear and quadratic equations, linear and quadratic functions, laws of exponents, systems of equations, polynomials, and radical expressions.

### **Math Rocks A/B**

MA101|Course Credits 1.0|Grade Level 9-11

Prerequisite: MCA scored of “Does Not Meet” or low “Partially Meets” and/or teacher recognizes need for math intervention.

Class Limit 20

This is a math intervention class that will focus on low MCA standards areas and reinforcement of concepts from students’ current math class. This is a yearlong class that may be exited at the next semester, if deemed by the teacher, that the student has successfully improved math skills to pass MCA with “Meets Standards” or higher.

### **Accelerated Geometry A/B**

MA102|Course Credit 1.0|Grade Level 9

Prerequisite: 8<sup>th</sup> Algebra I

Accelerated Geometry will cover the same material as Geometry, but the pace will be accelerated.

Geometry is the study of the properties, measurements, and relations between lines, angles, surfaces, and solids. Areas of study will include the study of angles, parallel and perpendicular lines, triangles and similarity. Applications of direct and indirect proofs also will be studied. Areas of study in the second semester include trigonometry, quadrilaterals and other polygons, circles and three-dimensional solids.

### **Geometry A/B**

MA200|Course Credit 1.0|Grade Level 10

Prerequisite: MA100 Algebra I

Geometry is the study of the properties, measurements, and relations between lines, angles, surfaces, and solids. Areas of study will include the study of angles, parallel and perpendicular lines, triangles and similarity. Areas of study in the second semester include quadrilaterals and other polygons, circles and three-dimensional solids.

### **Accelerated Algebra II A/B**

MA201|Course Credit 1.0|Grade Level 10

Prerequisite: MA102 Accelerated Geometry

Accelerated Algebra II will cover the same material as Algebra II, but the pace will be accelerated. First semester of this course covers families of functions, a review of quadratics, complex numbers, polynomials and radical functions and rational exponents. Second semester covers rational functions, sequences and series, probability, statistics, and advanced systems of equalities and inequalities.

### **HS Introduction to College Algebra**

MA202|Course Credit .5|Grade Level 11-12

Prerequisite: Teacher Recommendation

This class covers introduction to functions operations, graphing function transformations, introduction to solving polynomial equations, introduction to exponential and log functions, and solving systems of equations.

### **HS College Algebra**

MA203|Course Credit .5|Grade Level 11-12

This course covers topics such as functions and graphs, equations and inequalities, polynomial functions, rational functions, inverse functions, exponential functions, logarithmic functions, sequences and series, systems of equations and inequalities, trigonometric functions (right triangle trig, laws of sine and cosine, identities, radian measure), and problem solving. A graphing approach is used and therefore the use of a graphing calculator will be highly emphasized.

### **Algebra II A/B**

MA300|Course Credit 1.0|Grade Level 11

Prerequisite: MA200 Geometry

First semester of this course covers families of functions, a review of quadratics, complex numbers, polynomials and radical functions and rational exponents. Second semester covers rational functions, sequences and series, probability, statistics, and if time permits advanced systems of equalities and inequalities.

### **Algebra III A**

MA400|Course Credit .5|Grade Level 11-12

Prerequisite: Instructor Approval

This course is a revisit of Algebra II concepts as well as further exploration of Algebra concepts that students may see in college math classes. Topics include, but are not limited to: Logarithms, Matrices, Quadratics, Polynomials, Families of Functions, System of Equalities and Inequalities.

### **Statistics and Probability A**

MA401|Course Credit .5|Grade Level 11-12

Prerequisite: MA201 Accelerated Algebra II or MA300 Algebra II

This course studies statistics as they apply to everyday life, business, and technology. The first semester of this course will cover an introduction to statistics, descriptive statistics, basic probability concepts, discrete probability distributions, normal probability distributions, and confidence intervals. The second semester of this course will cover hypothesis testing with one and two samples, correlation and regression, chi-square tests, and time permitting nonparametric tests.

### **Independent Math**

MA500|Course Credit .5|

Prerequisite: Instructor approval

Student and instructor sign agreement detailing student work to be completed.

### **Introduction to College Algebra**

CMA202|Course Credit .75 HS/3.0 College|Grade Level 11-12

Prerequisite: Meet College Admission Requirement

This class covers introduction to functions operations, graphing function transformations, introduction to solving polynomial equations, introduction to exponential and log functions, and solving systems of equations.

### **College Algebra**

CMA 203|Course Credit .75 HS/3.0 College|Grade Level 11-12

Prerequisite: Meet College Admission Requirement

This course covers topics such as functions and graphs, equations and inequalities, polynomial functions, rational functions, inverse functions, exponential functions, logarithmic functions, sequences and series, systems of equations and inequalities, trigonometric functions (right triangle trig, laws of sine and cosine, identities, radian measure), and problem solving. A graphing approach is used and therefore the use of a graphing calculator will be highly emphasized.

### **Precalculus**

CMA400|Course Credit 1.25 HS/5.0 College|Grade Level 11-12

Prerequisite: Meet College Admission Requirement

This course is intended to provide the essential mathematical background needed in calculus. Topics include equation solving, functions (polynomial, radical, rational, exponential, logarithmic, trigonometric, and inverse trig), identities, applications, conic sections, matrices and parametric/polar graphing.

### **Calculus**

CMA401|Course Credit 1.25 HS/5.0 College|Grade Level 12

Prerequisite: Meet College Admission Requirement

This is a first course in calculus, covering limits, differentiation and integration. The course begins with a brief review of the concept, properties, and limit is introduced, and processes for determining limits are developed. The derivative of a function is defined and applied to algebraic and trigonometric

functions. Several applications of differentiation are covered, including optimization and related rates. Anti-differentiation and elementary differential equations are introduced, and then students see the definite integral as a limit of a Riemann sum and as an antiderivative via the Fundamental Theorem of Calculus. Finally, the course explores differentiation and integration of exponential and logarithmic functions.

## Music Curriculum

<b>Course Number</b>	<b>Course</b>	<b>Credit</b>	<b>Prerequisite</b>	<b>College Credit</b>
MU100	Senior High Concert Choir A/B	1.0		
MU101	Senior High Band A/B	1.0		
MU102	Pop Culture Through the Ages I	.5		
MU103	Musical Theatre	.5		
MU104	Pop Culture Through the Ages II	.5		
MU201	History of Rock and Roll	.5		
MU500	Independent Music	.5	Instructor Approval- see page 60	
CMU101	CIS Central Lakes Wind Symphony	.5	Grades 11-12	Yes

## **Music**

### **Senior High Concert Choir A/B**

MU100|Course Credit 1.0|Grade Level 9-12

Royalton Senior High Choir is offered to students that have a desire to sing, and learn more about music theory, history, and different musical styles. Choir students are graded on their daily participation, performance at concerts and occasional quizzes. Concert attendance is mandatory. Students perform in the three school concerts (December, March, and May), at graduation and at a Fall Saturday event. Students participate in the large group contest (sponsored by the Minnesota State High School League). Choir students also have an opportunity to participate in the solo and ensemble contest and to audition for the ACDA Honors Choir or the Central Minnesota Youth Chorale. It is preferred that students take choir for the whole year. If a student is only able to take choir for a semester, they should talk to the instructor.

### **Senior High Band A/B**

MU101|Course Credit 1.0|Grade Level 9-12

Prerequisite: JH Band or instructor approval

As a member of the Senior High Band you will be involved in one of the most diverse organizations in school. Senior Band is a mixture of many things: Concert Band, Pep Band, Jazz Band, Solos, Small Group Ensembles, and Marching Band. Required performances include all concerts, graduation, and contest activities.

### **Pop Culture Through the Ages I**

MU102|Course Credit .5|Grade Level 9-12

Class Limit 25

Music, art and life . . . what was it like? How did it all evolve, from the 1<sup>st</sup> century to the 1800's? "Pop culture" is an important part in the shaping of humanity, with all its cultures and traditions. How did music and art help change the world going from barely surviving to learning how to thrive?

### **Musical Theatre: The History of Broadway**

MA103|Course Credit .5|Grade Level 9-12

Class Limit 25

This class is the study of the history of Broadway and the beginnings of musical theater. This class will look at musicals from a variety of eras up to the present. Time will also be spent looking at the various theater jobs as well as how to audition for musicals.

### **Pop Culture Through the Ages II**

MU104|Course Credit .5|Grade Level 9-12

Class Limit 25

Music, art and life is ever changing! Europeans came to America bringing their cultures, music and art. Native Americans were already here with a rich culture and traditions of their own. From the landing of the Mayflower, through the industrial age to today, see how music, art and life keeps changing.

### **History of Rock and Roll**

MU201|Course Credit .5|Grade Level 9-12

Class Limit 25

This class is the study of Rock and Roll, starting with the roots/origins of Rock and Roll and beyond. The following topics may be covered: Rhythm and Blues, Gospel/Country, Early rock (1950's and Elvis, etc.), British Invasion (Beatles, etc.), Folk and folk rock/singer songwriters, and much, much, more! Students will learn through class lectures, worksheets, and various forms of multimedia. Examinations will be given.

### **Independent Music**

MU500|Course Credit .5| Grade Level 11-12

Prerequisite: Instructor approval

Student and instructor sign an agreement detailing student work to be completed.

### **Central Lakes Wind Symphony**

CMU101|Course Credit .5HS/1 College per sem  
|Grade Level 11-12

This performing group prepares and performs traditional and contemporary band literature in public performance. Required performances include all concerts, graduation, solo ensemble, and large group contest.

## Physical Education/Health Curriculum

<b>Course Number</b>	<b>Course</b>	<b>Credit</b>	<b>Prerequisite</b>
PH100	Physical Education	.5	Grade 9
PH101	Lifetime Recreation	.5	
PH102	Weight Training	.5	
PH103	Fitness for Life	.5	
PH104	Team Sports	.5	
PH105	Weight Training & Fitness for Girls	.5	
PH200	Health	.5	Grade 10
PH210	Adv. Weight Training & Conditioning	.5	PH102 Weight Training & Conditioning OR PH105 Weight Training & Fitness for Girls
PH500	Independent Physical Education	.5	Instructor Approval- see page 60
PH501	Independent Health	.5	Instructor Approval- see page 60

## **Physical Education/Health**

### **Physical Education**

PH100|Course Credit .5|Grade Level 9

Materials Needed: Physical education clothes

Fees: Special fees will be assessed for various activities.

Physical Education is a lab class in which student participation, group cooperation and sportsmanship are the key elements for your grade. You will be given the opportunity to develop and refine various lifelong learning skills and attributes that will help maintain and improve your overall state of well-being. Activities in this class may include inline skating, biking, rock climbing, archery, cross country skiing, weight training and lacrosse, among other things.

### **Lifetime Recreation**

PH101|Course Credit .5|Grade Level 9-12

Materials Needed: Physical education clothes

Class Limit 25

Students in this class will participate in activities that they can be active with throughout their lives. Activities will include: Rock Climbing, Badminton, Cross Country Skiing, Archery, In-Line Skating, Bowling, Table Tennis, Golf and Volleyball.

### **Weight Training and Conditioning**

PH102|Course Credit .5|Grade Level 9-12

Materials Needed: Physical education clothes

Class Limit 20

Students will get an introduction into many aspects of weight training. Initially, we will discuss the body's muscles and different exercises to strengthen them. We will discuss safety and techniques as well. Students will develop their own weight training program to follow throughout the semester and they will chart their progress at 3 points throughout the semester. Students signing up for this course should expect to work hard each day and achieve gains in strength and conditioning.

### **Fitness for Life**

PH103|Course Credit .5|Grade Level 9-12

Materials Needed: Physical education clothes

Class Limit 25

This class will focus on students participating in workouts and activities they can engage in throughout their lives to maintain a high level of fitness. Students will work out in the weight room and follow a variety of workout videos including: P90X, Jillian Michaels, and Pilates. Students will create and follow an individual workout plan that includes both weights and aerobic activity. Other activities for this course include: In-Line Skating, Circuits, Cross Country Skiing, Biking, Tennis, Hiking and Rock Climbing.

### **Team Sports**

PH104|Course Credit .5|Grade Level 9-12

Materials Needed: Physical education clothes

Class Limit 25

Students in this class should expect to participate at a high level in competitive sports. Sports included in this class may include Softball, Soccer, Flag Football, Lacrosse, Field Hockey, Ultimate Frisbee, Basketball, Team Handball, Floor Hockey, Arena Soccer and Volleyball.

### **Weight Training and Fitness for Girls**

PH105|Course Credit .5|Grade Level 9-12

Materials Needed: Physical education clothes

Class Limit 20

This course will give students an opportunity to learn the fundamentals of weight training, conditioning, and overall fitness. Over the course of 18 weeks, students will increase their strength, endurance, and fitness level through the use of weights, cardio machines and other aerobic exercises. Eventually, students will create their own weight training and fitness program to follow throughout the semester.

### **Health**

PH200|Course Credit .5|Grade Level 10

This course emphasizes the importance of knowledge, attitudes, and practices relating to personal health and wellness. It's a course designed to expose students to a broad range of issues and

information relating to the various aspects of health, which include physical, social, and mental/emotional. Topics of exploration include, but are not limited to: Nutrition/Physical Fitness/Weight Management; Mental Health; Eating Disorders; Bullying; First Aid/CPR; Relationships; Sex Education; Pregnancy/Birth; Alcohol, Drugs and Vaping; and the Basics of Cooking and Sewing.

### **Advanced Weight Training and Conditioning**

PH203|Course Credit .5|Grade Level 9-12

Prerequisite: Weight Training & Conditioning or Weight Training and Fitness for Girls

Materials Needed: Physical education clothes

Class Limit 20

Students signing up for Advanced Weight Training should have a strong foundation of weight lifting experience and knowledge. Students will work out and follow two prescribed 8-week strength and conditioning programs throughout the semester. Conditioning will also be included in each week's workout. Individuals taking this class WANT TO LIFT WEIGHTS every day and see great improvements in their strength and endurance. The class will focus on students participating in workouts.

### **Independent Physical Education**

PH500|Course Credit .5|Grade Level 11-12

Prerequisite: Instructor approval

Student and instructor sign an agreement detailing student work to be completed.

### **Independent Health**

PH501|Course Credit .5|Grade Level 11-12

Prerequisite: Instructor approval

Student and instructor sign an agreement detailing student work to be completed.

## Science Curriculum

Course Number	Course	Credit	Prerequisite	College Credit
SC100	Earth Science A/B	1.0		
SC101	Meteorology	.5		
SC102	Ecology	.5	Preference for 9 <sup>th</sup> /10 <sup>th</sup> graders	
SC103	Natural Disasters	.5		
SC104	Science in Action	.5		
SC105	Forensics & Microbiology	.5		
SC106	Earth Science	.5		
SC107	Zoology	.5		
SC109	Exercise Science and Nutrition	.5		
SC200	Biology A/B	1.0	Physical Science or Earth Science	
SC300	Chemistry A/B	1.0		
SC400	Physics A/B	1.0	Accel Alg II or Algebra II	
SC500	Independent Science	.5	Instructor Approval- see page 60	
SCS300	CIS Human Biology	.75	Meet CLC Requirements	Yes

## **Science**

### **Earth Science A/B**

SC100|Course Credit 1.0|Grade Level 9

Earth Science is the study of the world around you. Topics will include Astronomy (study of outer space), Geology (study of rocks, earthquakes, volcanoes and plate tectonics), Meteorology (study of atmosphere, climate and climate change), and Oceanography (study of the oceans and water systems). This course will use hands-on experimentation, activities, and direct instruction. You will be enabled to learn the “how” and “why,” not just the “what” of science.

### **Meteorology**

SC101|Course Credit .5|Grade Level 9-12

Class Limit 26

Meteorology is the scientific study of atmospheric processes and patterns, and their impact on human activities. Meteorology examines the collection and analysis of meteorological data at local, regional, and global scales. Topics include the heat, moisture, and wind dynamics of the atmosphere, application of satellite and radar data, development and impact of thunderstorms, tornadoes and hurricanes, weather analysis and forecasting, and the study of climate and climate change.

### **Ecology**

SC102|Course Credit .5|Grade Level 9-12

Prerequisite: Preference for 9<sup>th</sup>/10<sup>th</sup> graders

Class Limit 26

This course will focus on the interrelationship between organisms and their environment. It will include the basic principles of both community and population ecology, as well as the ecological problems that many areas are facing. There will also be many activity-based, hands-on lessons that will allow for movement and self-led discovery. This course would be a great fit for those interested in any science/biology field, including medical and natural resources, as well as those who enjoy hands-on learning.

## **Natural Disasters**

SC103|Course Credit .5|Grade Level 9-12

Class Limit 26

This class will be mostly project based and student oriented. We will be exploring the different natural disasters of the world such as, but not limited to, tornados, tsunamis, typhoons, earthquakes, volcanoes, and hurricanes. We will be looking at what causes these natural disasters and learn about past natural disasters, because the “Key to the future is the past”! This course will have a geology twist.

## **Science in Action**

SC104|Course Credit .5|Grade Level 9-12

Class Limit 26

In this course you will be exploring the various branches of science (earth science, animal science, biology, chemistry, plant science, physics), and how their content applies to everyday life. This will include an emphasis on lab activities and hands-on learning, along with data collection and analysis. Students will also be given the opportunity to design their own experiments, allowing for personalized, interest-based discovery. This course would be a great fit for those curious about science, including those interested in the medical and natural resources fields, as well as those who like hands-on learning.

## **Forensic Science & Microbiology**

SC105|Course Credit .5|Grade Level 9-12

Class Limit 26

This course will combine the principles of forensic science with the practices and knowledge of the field of microbiology. Forensic science is the application of chemistry, physics, and biology to the criminal and civil laws that are enforced in a criminal justice system. This application includes fingerprinting, fiber analysis, ballistics, blood spatter, and other evidence analysis. Students will become familiar with the use of microscopes as they transition from examining microscopic evidence at (fictional) crime scenes to examining microscopic organisms in microbiology. The microbiology portion of this course will involve the identification of microorganisms as well as determining their role in the environment/world. This course would be a

great fit for those who enjoy crime scene investigations and using microscopes, especially those interested in criminal justice and medical fields.

### **Earth Science**

SC106|Course Credit .5|Grade Level 11-12

Class Limit 26

Earth Science is the study of the world around you. Topics will include Astronomy (study of outer space), Geology (study of rocks, earthquakes, volcanoes and plate tectonics), Meteorology (study of atmosphere, climate and climate change), and Oceanography (study of the oceans and water systems). This course will use hands-on experimentation, activities, and direct instruction. You will be enabled to learn the “how” and “why,” not just the “what” of science.

### **Zoology**

SC107|Course Credit .5|Grade Level 9-12

Class Limit 26

Zoology is the study of animal life. From classification to anatomy, ecology and evolution, this course covers the foundations of animal science. Students will be introduced to a wide range of animal life, along with their unique characteristics, and be able to understand how their structure and behavior allows them to perform their specific role within the ecosystem. This course would be a great fit for those interested in wildlife, natural resources, ecology, veterinary medicine, or those who simply enjoy learning about animals.

### **Exercise Science and Nutrition**

SC109|Course Credit .5|Grade Level 9-12

Class Limit 26

This course will explain how the brain, heart, and muscles respond under different body conditions. We will look at concepts and application of the human body’s response to exercise and physical activity. We will also discuss proper nutrition, genetic influence, eating behavior, energy, balance, and weight and muscle control.

### **Biology**

SC200|Course Credit 1.0|Grade Level 10

Prerequisite: Earth Science A/B

Students will study biological concepts, theories, and principles through investigation and analysis of cells, organisms, and ecosystems. Major topics include botany, biochemistry, ecology, microbiology, genetics, immunology, reproduction, and animal behavior. This course requires participation in projects, labs and field studies. A self-created biological experiment will be demonstrated with a PowerPoint presentation. Principles of Biomedical Science (PBS) will be embedded into the curriculum.

### **Chemistry**

SC300|Course Credit 1.0|Grade Level 11-12

Materials Needed: Scientific calculator required

Class Limit 26

This class is appropriate for students considering almost any advanced study (i.e. school after high school). Topics: Properties of matter, scientific measurement, atomic structure, the periodic table, chemical names, chemical formulas, chemical reactions, chemical quantities, stoichiometry, and kinetic molecular theory. Skills: Laboratory proficiency, scientific writing, and math for chemistry.

### **Physics**

SC400|Course Credit 1.0|Grade Level 11-12

Prerequisite: Must have completed Algebra II/Accelerated Algebra II

Materials: scientific calculator

Class Limit 26

Motion, forces, momentum, and energy will be studied. Students will relate these quantities with equations and graphs to gain a better understanding of how our universe works. Students will also study: static electricity, parallel & series circuits, magnetic fields, and electromagnetism.

### **Independent Science**

SC500|Course Credit .5|Grade Level 11-12

Prerequisite: Instructor approval

Student and instructor sign an agreement detailing student work to be completed.

## **Human Biology**

CSC300|Course Credit .75 HS/3 College|Grade  
Level 11-12

Prerequisite: Meet CLC requirements

This course is an introduction to the structure and function of the human body using an organ systems approach. The organ systems studied include the integumentary, skeletal, muscular, circulatory, respiratory, digestive, excretory, nervous, endocrine and reproductive systems. Human development and heredity will also be integrated.

## Social Studies Curriculum

Course Number	Course	Credit	Prerequisite
SO100	American History A/B	1.0	
SO101	Current Events	.5	
SO102	Sociology	.5	
SO103	Law & Justice	.5	
SO104	History vs Hollywood	.5	
SO200	Human Geography A/B	1.0	American History II
SO201	Economics	.5	American History II
SO300	World History A/B	1.0	Human Geography
SO301	Psychology	.5	Human Geography
SO400	Civics A/B	1.0	World History
SO500	Independent Social Studies	.5	Instructor Approval see page 60

### **American History A/B**

SO100|Course Credit 1.0|Grade Level 9

American History II is an overview of American History starting with the immigration of the First Americans thousands of years ago and cumulating with the critical events shaping our 21st Century.

### **Current Events**

SO101|Course Credit .5|Grade Level 9-12

Class Limit 26

Students in this class will stay current on what is happening in the world. A periodical will be used as their text.

### **Sociology**

SO102|Course Credit .5|Grade Level 9-12

Class Limit 26

In this elective you will be able to learn the “how’s and whys” of human behavior and interaction in groups. Topics covered in this very popular class include Cultural Diversity, Conformity and Peer pressure, Dating patterns, Deviance, Crime and Social Control.

### **Law and Justice**

SO103|Course Credit .5|Grade Level 9-12

Class Limit 26

Students in this class will focus on the rights and responsibilities of individuals. Topics will include: the American criminal and juvenile justice system; laws and policing; court structures; corrections and prison systems.

### **History vs Hollywood**

SO104|Course Credit .5|Grade Level 9-12

Class Limit 26

In this class we will examine history through the eyes of Hollywood. After getting Hollywood’s take on an historical event, we will research to see what they got right, and what they got wrong. We will also research information behind the event that is not covered in the movie. Students will assist in the movie selection process.

### **Human Geography A/B**

SO200|Course Credit 1.0|Grade Level 10

Prerequisite: American History II

Human Geography is the study of earth and the living things on it especially human beings. In this class we will learn together how land, resources, population, customs, climate, and politics affect how people live on earth. During the second semester, we will take in depth looks at South America, Europe, China, Japan and Australia. Also included in this class is a 3- week group project where you will be able to create your own continent based on geographic principles.

### **Economics**

SO201|Course Credit .5|Grade Level 10-12

Prerequisite: American History II

Class Limit 26

This course gives an overview of economics and provides a foundation for studying further in economics. The course will cover the following topics: market structures, business organization, and financial institutions that operate in our country; competition and pricing; supply and demand; and business start-ups. By the end of this course students will understand and be able to use economic concepts, theories, and principles and apply it to their everyday lives.

### **World History A/B**

SO300|Course Credit 1.0|Grade Level 11

Prerequisite: Human Geography

This course examines world history from ancient times to the present. The economic, political, social, religious, intellectual and geographic factors that have shaped world civilizations are discussed. This course includes the study of both western and eastern civilizations. Students will develop a better understanding of the present world order and current events by studying the seminal events that have shaped world history. A few of the topics covered are the Roman Republic and Roman Empire, the rise of civilization in ancient China, the founding of Islam, the ancient Greeks, the Renaissance and the Reformation.

**Psychology**

SO301|Course Credit .5|Grade Level 11-12

Prerequisite: Human Geography

Class Limit 26

This introductory psychology course encourages an understanding and appreciation of the scientific approach to the study of behavior. The course examines in six major strategies or “schools of thought” for sorting out and interpreting human behavior: Behaviorists, Freudian (Psychodynamic), Cognitive, Humanists, Biological, and Social-Cultural. Since the Behaviorists and Freudian schools are dominant in America today, the class will be studying units on such topical subjects as addiction, suicide, personality tests and abnormal psychology.

**Civics A/B**

SO400|Course Credit 1.0|Grade Level 12

Prerequisite: World History

Students will investigate the structure and operation of the United States government. They will learn about our Constitution and how it sets up the entire framework for our government. Students will explore the three branches of government and will discuss how we exercise our rights as U.S. citizens when we go to the polls to vote on Election Day. Students will discuss politics, look at political cartoons, and debate topics and issues that arise out of events that are happening around us each day.

**Independent Social Studies**

SO500|Course Credit .5|Grade Level 11-12

Prerequisite: Instructor approval

Student and instructor sign an agreement detailing student work to be completed.

## World Language Curriculum

<b>Course Number</b>	<b>Course</b>	<b>Credit</b>	<b>Prerequisite</b>	<b>College Credit</b>
WL100	Spanish I A/B	1.0		
WL200	Spanish II A/B	1.0	Spanish I w/ grade of "C" or higher or Instructor Approval	
WL300	Spanish III A/B	1.0	Spanish II w/ grade of "C" or higher or Instructor Approval	
WL400	Spanish IV A/B	1.0	Spanish III w/ grade of "C" or higher or Instructor Approval	
WL500	Independent Spanish	.5	Instructor Approval see page 60	
CWL300	CIS Intermediate Spanish I	1.0	Meet CLC Requirements	Yes
CWL400	CIS Intermediate Spanish II	1.0	Meet CLC Requirements	Yes

## **World Language**

### **Spanish I A/B**

WL100|Course Credit 1.0|Grade Level 9-12

Class Limit 25

Students will have an introduction to Spanish language and culture. The class will focus on communication: developing the ability to understand and produce language to successfully interact in Spanish. Communication basics include, e.g., greetings; introductions; description of self, others and surroundings; expressing feelings, preferences and opinions; expressing possession; asking questions; making comparisons. Topics and vocabulary may include, e.g., family, clothing, home, school, colors, numbers, weather, food, shopping, travel, health, telling date and time. Students will be assessed on their ability to understand and be understood in reading, listening, writing, and speaking.

### **Spanish II A/B**

WL200|Course Credit 1.0|Grade Level 10-12

Prerequisite: Grade of “C” or better in Spanish I or Instructor Approval

Class Limit 25

Students will review material from Spanish I. While maintaining a focus on communication, the class will highlight grammatical patterns to increase understanding of tenses, including past and future. Communication will include narration of present and past; expressing obligations; giving recommendations. Topics will recycle from Spanish I and may also include: description of daily habits; childhood; past events. Students will further develop their ability and confidence in reading, listening, writing, and speaking in familiar contexts.

### **Spanish III A/B**

WL300|Course Credit 1.0|Grade Level 11-12

Prerequisite: Grade of “C” or higher in Spanish II or Instructor Approval

Class Limit 25

Students will build upon the vocabulary and grammar skills from Spanish I and II. Additional grammatical investigation will continue with conditional and compound tenses as well as the subjunctive mood. Communication will include

hypothesizing and defending an opinion. Topics will recycle from Spanish I and II, and authentic audiovisual and written materials will expand the breadth of discussion from familiar to global contexts. \*Depending on numbers, Spanish III and IV may be taught in a combined class.

### **Spanish IV A/B**

WL400|Course Credit 1.0|Grade Level 12

Prerequisite: Grade of “C” or better in Spanish III or Instructor Approval

Class Limit 25

Students will strengthen and expand on material from Spanish I – III. More in-depth study of grammatical structures will complement and solidify understanding of the full spectrum of tenses and moods, focusing on contrasts between English and Spanish. Topics will recycle from Spanish I-III and may also include analysis and comparison of cultural practices in the Spanish-speaking world. Students will communicate orally and in writing, working to increase complexity and accuracy in the skills of description, narration, and argumentation, of both concrete and abstract concepts. \*Depending on numbers, Spanish III and IV may be taught in a combined class.

### **Independent Spanish**

WL500|Course Credit .5|Grade Level 11-12

Prerequisite: Instructor approval

Student and instructor sign an agreement detailing student work to be completed.

### **Intermediate Spanish I**

CWL300|Course Credit 1.0 RHS & College|Grade Level 11-12

Prerequisite: Meet CLC Requirements

This course is a review of the fundamentals in grammar and vocabulary covered in the first year of Spanish language study, with amplification to more advanced structures and complex language usage. The remaining verb tenses (future, conditional, subjunctives) will be introduced through reading, writing, and speaking. Graded level readers are used for pronunciation, comprehension and cultural information, providing topics in art, music, politics, and current events. Short essays and conversations

complete the language skill practices. (Two-three years of high school Spanish is recommended before taking this course.)

### **Intermediate Spanish II**

CWL400|Course Credit 1.0 RHS & College|Grade Level 12

Prerequisite: Intermediate Spanish I

This course follows Intermediate Spanish I in sequence of grammar acquisition. Review begins with the present subjunctive formation and uses. Continued emphasis will cover reflexives, Ser/Estar, passive voice, perfect tenses, and the introduction of imperfect subjunctive. Grammar practice and the perfecting of language structures is emphasized. Vocabulary will reflect upper level constructions, idioms, words frequently confused and cultural variances. This course is also designed to promote communication in the target language. Graded level readers provide reading practice, grammar review, vocabulary building and cultural reference. Role play, videos, newspapers, magazines and native speaker guests serve as a basis for class discussion, enhanced reading, listening, and comprehension skills.

## **Other Elective Courses**

### **Driver's Education**

ELDRED|Course Credit .5|Grades 9-10

Class Limit 25

Material Fee: There is a fee for this course.

Driver's Education covers all aspects of driving including rules, signs, basic maneuvers, emergencies, city driving, highway driving, expressways, emotions, drugs and alcohol, insurance, vehicle maintenance, distracted driving, safety and vehicular restraints, among others. We look at films that simulate real life situations and study the Minnesota Driver's Manual, as well as all other topics related to driving. Upon satisfactory completion of the classroom portion (30 hours) of Driver's Education, students will be awarded their completion card which allows them to take their written permit test at the DMV. Students in this course will also be taking part in physical education activities.

Steps for taking Driver's Ed at RHS:

- A student receives a completion card after successful completion of the classroom portion.
- When students turn 15 years old, they take the completion card along with an ID to sign up at any Behind-the-Wheel academy they choose. The Behind-the-Wheel academy will give students their "Blue Card".
- Students will need to take their "Blue Card" along with an ID to the DMV to take the written test.
- Once students pass their permit, they complete 6 hours of driving with an instructor.
- Students must have their permit for a minimum of 6 months, even if they turn 16 prior to that, before they can take their driver's license road test.
- Permits are good for 2 years.

### **Peer Tutor/Staff Aide**

ELPTSA|Course Credit .25|Grade Level 11-12

Students in this class may be given the opportunity to tutor other students who are needing extra help and/or helping the instructor with various tasks.

Students are allowed to earn .5 credits total during their high school years. This is a Pass/Fail class and does not count in your GPA. See page 63 for the Peer Tutor/Staff Aide Form.

### **Internship**

ELINTR|Course Credit .5|Grade Level 11-12

Internships are nontraditional courses where students are responsible for assisting the Activities Director or Band Director or Pre-K/Kindergarten Teacher in a wide variety of duties. Some of the tasks may include: preparing programs for events and competitions, updating websites, prepping for home events and competitions, creating videos and other miscellaneous responsibilities. Interested students need to apply for positions. Internships are graded as Pass/Fail. See page 62 for the Internship Form.

## APPENDIX

Four-Year High School Plan	Page 58
Instructor Approval Form	Page 60
Independent Study Form	Page 61
Internship Form	Page 62
Peer Tutor Staff Aide Form	Page 63
PSEO and CIS Information	Page 64
Pre-approved PSEO courses for required RHS courses	Page 68
Permission for PSEO Course Approval Form	Page 69
Intent to Enroll in PSEO Form	Page 70

## Four-Year High School Plan – 24 Credits Needed to Graduate (see Graduation Requirements on page 15)

### Grade 9

Semester 1	Semester 2
<b>English:</b> English 9 A	<b>English:</b> English 9 B
<b>Math:</b> Accelerated Geometry A or <b>Math:</b> Algebra I A	<b>Math:</b> Accelerated Geometry B or <b>Math:</b> Algebra I B
<b>Science:</b> Earth Science A	<b>Science:</b> Earth Science B
<b>Social:</b> American History II A	<b>Social:</b> American History II B
<b>Elective:</b> _____	<b>Phy Ed:</b> Physical Education 9
<b>Elective:</b> _____	<b>Elective:</b> _____
<b>Elective:</b> _____	<b>Elective:</b> _____

### Grade 10

Semester 1	Semester 2
<b>English:</b> English 10 A	<b>English:</b> English 10 B
<b>Math:</b> Accelerated Algebra II A or <b>Math:</b> Geometry A	<b>Math:</b> Accelerated Algebra II B or <b>Math:</b> Geometry B
<b>Science:</b> Biology A	<b>Science:</b> Biology B
<b>Social:</b> Human Geography A	<b>Health:</b> Health
<b>Elective:</b> _____	<b>Elective:</b> _____
<b>Elective:</b> _____	<b>Elective:</b> _____
<b>Elective:</b> _____	<b>Elective:</b> _____

### Grade 11

Semester 1	Semester 2
<b>English:</b> English 11 A or <b>English:</b> CIS Composition I	<b>English: English 11 B</b> <b>English:</b> May take CIS Composition II
<b>Math:</b> CIS Intro to College Algebra or <b>Math:</b> Algebra II A	<b>Math:</b> CIS College Algebra or <b>Math:</b> Algebra II B
<b>Science:</b> Required either junior or senior year: Chemistry A or Physics A or	<b>Science:</b> Required either junior or senior year: Chemistry B or Physics B or
<b>Elective:</b> _____	<b>Elective:</b> _____
<b>Social:</b> World History A	<b>Social:</b> World History B
<b>Elective:</b> _____	<b>Elective:</b> _____
<b>Elective:</b> _____	<b>Elective:</b> _____
<b>Elective:</b> _____	<b>Elective:</b> _____

**Grade 12**

<b>Semester 1</b>	<b>Semester 2</b>
<b>English:</b> English 12 A or <b>English:</b> CIS Composition I	<b>English:</b> English 12 B or <b>English:</b> CIS Composition II
<b>Math:</b> CIS Intro to College Algebra or <b>Math:</b> Algebra III or <b>Math:</b> CIS Precalculus	<b>Math:</b> CIS College Algebra or <b>Math:</b> Statistics or <b>Math:</b> CIS Precalculus
<b>Science:</b> Required either junior or senior year: Chemistry A or Physics A or <b>Elective:</b> _____	<b>Science:</b> Required either junior or senior year: Chemistry B or Physics B or <b>Elective:</b> _____
<b>Social:</b> Civics A	<b>Social:</b> Civics B
<b>Elective:</b> _____	<b>Elective:</b> _____
<b>Elective:</b> _____	<b>Elective:</b> _____
<b>Elective:</b> _____	<b>Elective:</b> _____

## Instructor Approval Form

Student Name \_\_\_\_\_

Graduation Year \_\_\_\_\_

The courses below require instructor approval. Mark an "X" by the courses you would like to take, have the instructor sign the form on the appropriate line, attach this form to your course registration and turn both completed forms into the CRC.

- Ag, Pizza & You (for 10<sup>th</sup> graders only) \_\_\_\_\_  
Mr. Goldade
- Fix It 101 \_\_\_\_\_  
Mr. Skwira
- Work-Based Learning \_\_\_\_\_  
Mr. Goldade
- Royals TV \_\_\_\_\_  
Mr. Koenig
- Algebra III \_\_\_\_\_  
Mrs. Borash
- Senior High Band (only needed if you weren't in Junior High Band) \_\_\_\_\_  
Mr. Coppicus

# Independent Study Form

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Independent Course

\_\_\_\_\_  
Semester

\_\_\_\_\_  
Period

\_\_\_\_\_  
Course Instructor

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## Part A: To be completed by the student

1. Why are you wanting to take an independent study course?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Part B: To be completed by the instructor

1. Specifically describe what will be expected of the student.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe the grading system you will use.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Internship Permission Form

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Type of Internship

\_\_\_\_\_  
Semester

\_\_\_\_\_  
Period

\_\_\_\_\_  
Supervisor of Internship

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## Part A: To be completed by the student

1. Why are you wanting to complete an internship?

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## Part B: To be completed by the supervisor

1. Specifically describe what will be expected of the student, including attendance, punctuality, responsibility, dependability and following directions.

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**Internships are graded on a Pass/Fail Grading System**

**Peer Tutor/Staff Aide Form**

\_\_\_\_\_

Student Name

\_\_\_\_\_

Grad Year

I would like to be a Peer Tutor/Staff Aide for:

\_\_\_\_\_

Semester

\_\_\_\_\_

Period

Teacher Approval:

Teachers are allowed one Peer Tutor/Staff Aide per semester. Please do not sign more than one form per semester without prior approval.

\_\_\_\_\_

Teacher's Printed Name

\_\_\_\_\_

Teacher's Signature

\_\_\_\_\_

Date

## **POSTSECONDARY ENROLLMENT OPTIONS (PSEO)**

(Taken from the MDE website)

<https://education.mn.gov/MDE/fam/dual/pseo/index.htm>

Postsecondary Enrollment Options (PSEO) is a program that allows public and nonpublic students in 10th, 11th and 12th grades to earn college credit while still in high school, through enrollment in and successful completion of college nonsectarian courses at eligible postsecondary institutions. Students generate both college credit and high school credit by successful completion of the course. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own admissions requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th-graders are eligible to enroll in PSEO on a more limited basis (see note below). Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09.

### **PSEO for 10th-Graders to take Career and Technical Education (CTE) Courses**

Legislation allows public and nonpublic 10th-grade students to enroll initially in one Career and Technical Education (CTE) course through PSEO. If the student earns a “C” or higher grade in this first course, she/he is eligible to take additional postsecondary courses while in 10th grade. In order to be eligible, a 10th-grade student must have met the proficiency level of “meets or exceeds” on the 8th-grade MCA reading test. If the student did not take the MCA, another reading assessment accepted by the enrolling postsecondary institution can be substituted. For students with disabilities, there is an alternative option to demonstrate reading proficiency. Access the Alternate Eligibility Options Policy and Modification Request Form below.

### **Eligible Courses and Institutions**

Courses taken through PSEO must meet graduation requirements at their high school. Only nonsectarian and non-developmental courses are considered eligible by statute. Courses must be offered by

Minnesota PSEO eligible postsecondary institutions. [Access the list of Participating Postsecondary Institutions](#) for a list of schools and their contact information. Postsecondary institutions are required to allow PSEO students to enroll in online courses consistent with the institution’s policy regarding postsecondary student enrollment in online courses.

### **How to Enroll in PSEO**

Students must meet the PSEO eligibility requirements and abide by participation limits outlined in the [Postsecondary Enrollment Options Act](#) and explained in the PSEO Reference Guide (below). Interested and eligible 10th-, 11th- and 12th-grade students should contact the postsecondary institution to find out their admissions requirements, which courses are offered and what the application process/timeline is at that institution. Public school students should meet with their high school counselor to discuss graduation requirements and the benefits and risks of enrolling in the PSEO program. All students must complete the PSEO Notice of Student Registration (listed at the bottom of this page) for the school year during which they intend to enroll.

### **Tuition, Fees and Transportation Reimbursements**

There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course; however, students may incur fees for equipment that becomes their property when the course or program is completed or for textbooks that are not returned to the postsecondary institution according to their policies. Public school students may be responsible for tuition costs if they do not notify the district by May 30 and the district does not waive this date requirement. Please see page 70 for the Intent to Enroll. Form. Funds are available to help pay transportation expenses for PSEO students whose families are at or below the poverty level, as determined by the federal government, to participate in PSEO courses on college campuses. [Access the PSEO Mileage Reimbursement Program Instructions](#). If you have any questions regarding the mileage reimbursement

for low-income students' participation in the PSEO program, contact [Kelly Garvey](#) at 651-582-8524.

### **Additional Information for Public School Students:**

#### **Participation in High School Activities**

Enrolling in a PSEO course does not prohibit a student from participating in activities sponsored by the high school.

#### **Notification of Intent to Enroll**

To assist the district in planning, public school students are required to inform their district of their intent to enroll in PSEO courses during the following school year by May 30. If public school students do not notify the enrolling district by May 30, and the enrolling district does not waive the deadline, the family may be responsible for the postsecondary tuition expense.

#### **Dissemination of Information**

By March 1 of each year, or three weeks prior to the date a student registers for courses for the following school year (whichever is earlier), a district must provide up-to-date information on the district's or charter school's website and in materials that are distributed to all students and their parents in grades eight through grade 11 about the program, including information about enrollment requirements and the ability to earn postsecondary credit.

#### **District Grade Weighting Policies and Access to Technology for PSEO students**

Each year, districts must publish their grade-weighting policy on their website, including a list of courses for which students can earn weighted grades. School districts must allow a PSEO student reasonable access to the high school building, computers and/or other technology resources during regular school hours to participate in PSEO courses, whether on-line or on campus.

#### **Credits and Transcripts**

Districts must transcript credits earned in PSEO by a ratio prescribed in statute. Districts have the authority to decide which subject area and standards the PSEO course meets. If there is a dispute

between the district and the student regarding the number of credits granted for a particular course, the student may appeal the board's decision to the commissioner. The commissioner's decision regarding the number of credits will be final.

#### **Extended Eligibility for Public School Students Not on Track to Graduate**

If a school district determines a pupil is not on track to graduate, she/he may still continue to participate in PSEO. For the purposes of PSEO eligibility, school districts must complete the Verification of Extended PSEO Eligibility Form (below) for each instructional term and postsecondary institution the student attends.

#### **PSEO State-Approved Early/Middle College Programs**

PSEO funding can be used for developmental coursework only when a student enrolls full-time in a State-Approved Alternative Program's Early/Middle College. This program must be specifically designed to allow the student to earn dual high school and college credit with a well-defined pathway leading to a postsecondary degree or credential. Each alternative program and its partnering postsecondary institution must complete and submit the Early/Middle College Program Identification Application and companion Narrative Template (both available below) with required documents to be considered for PSEO funding for developmental coursework for alternative students.

- [Participating Postsecondary Institutions - 8/4/22](#)  
A list of postsecondary institutions approved to participate in the PSEO program. Please contact each campus directly for specific PSEO program information.
- [List of State-Approved Early/Middle College Programs 2022-23 - 4/4/22](#)
- [2022-23 Postsecondary Enrollment Options Program Registration Form - Typed Signature Option - 4/4/22](#)
- [2022-23 Postsecondary Enrollment Options Program Registration Form - Digital Signature Option - 4/4/22](#)

- 2022-23 Postsecondary Enrollment Options Program Registration Form - Word Version - 3/22/22
- Postsecondary Enrollment Options (PSEO) Reference Guide - 11/19/21  
A reference guide to assist students and parents, high school educators and Minnesota Colleges and Universities.
- 2021-22 Postsecondary Enrollment Options (PSEO) Program Notice of Student Registration Form - 10/20/21
- 2021-22 Postsecondary Enrollment Options (PSEO) Verification of Extended PSEO Eligibility - 5/14/21
- 2021-22 Postsecondary Enrollment Options (PSEO) Verification of Extended PSEO Eligibility - Word Version - 5/12/21
- 2021-22 Postsecondary Enrollment Options (PSEO) Verification of Extended PSEO Eligibility - Typed Signature Option - 5/12/21
- 2021-22 Postsecondary Enrollment Options (PSEO) Program Notice of Student Registration Form - Word Version - 5/11/21
- Alternate PSEO Eligibility Options Policy - 2/23/21  
For 10th-Grade Students with a Disability Who Wish to Participate in Career and Technical Education Classes through Postsecondary Options.
- Instructions to Submit a Reasonable Modification Request for 10th-Graders with a Disability - 2/22/21  
For 10th-grade students with a disability who wish to apply for an alternative option to demonstrate reading proficiency.
- Suggested PSEO Language for Districts - 2/11/21

#### **PSEO Students are Responsible for:**

- Knowing their Star ID and password
- Completing the NOSR form each semester
- Obtaining pre-approval for college classes that meet RHS graduation requirements. See the Pre-Approved Course Sheet on page 68.
- Registering for college classes and giving a copy of your college schedule to the counselor

- Ordering and returning your college textbooks
- Attending PSEO Information sessions to become familiar with the expectations and how to navigate the college system such as D2L.
- Reading the PSEO Student Handbook and becoming aware of such things as withdrawing from a course, academic warning, academic probation, attendance, etc.

#### **College in the Schools (CIS)**

College in the Schools, sometimes referred to as concurrent enrollment, allows high school students to take free college-level courses at their high school through partnerships between high schools and local colleges and universities. Royalton High School partners with Central Lakes College in Brainerd. Here are some advantages of CIS/Concurrent enrollment:

- Students take college-level courses in their high school. This gives students a taste of college within the safety of the high school.
- Students earn both high school and college credit by passing the course. This can save time and money.
- CIS classes follow the high school schedule.
- Students are not responsible for ordering and returning their own textbooks.
- Students typically register for their classes in a group at the high school or CLC registers the students for their course(s).

#### **PSEO/CIS Eligibility – Central Lakes College**

- 12th grade PSEO and CIS: must have a high school GPA of 2.5 or greater
- 11th grade PSEO and CIS: must have a high school GPA of 3.0 or greater
- 10th grade PSEO: must have a 3.0 GPA and have taken the 8th grade MCA reading test and have met the proficiency of “meets or exceeds.” Note: 10<sup>th</sup> grade students are eligible to enroll in one Career and Technical Education (CTE) course during their first semester participating in the PSEO

program. View full list of Grade 10 PSEO Eligible CTE Courses.

- 10<sup>th</sup> grade CIS: student must have a GPA of 3.0 AND a Letter of Support from their high school counselor.

### **PSEO Application/Registration Process:**

1. Complete the Intent to Enroll form by May 30 if you plan to enroll in PSEO courses for the following year. See page 70.
2. Go to the college website and in the search bar type PSEO. This usually brings up the PSEO information for that particular college, i.e., eligibility requirements, online application, Notice of Student Registration Form (NOSR), etc.
3. Check to see you meet the eligibility requirements for admission. If you do, complete the online application. Make sure you meet the application deadline date for the semester in which you want to enroll.
4. Complete the NOSR each semester when planning to enroll in PSEO courses. Make sure you meet deadline dates.
5. If you do not have a Parchment account through RHS, please create an account. Go to: [royaltonpublicschools.org](http://royaltonpublicschools.org). Click on Middle/High School. Click on Guidance Office. In Quick Access, click on Transcript Request. Create your account. Once you have an account, place an order to send your transcripts to the college for your PSEO college.
6. Take the Accuplacer Test if it is needed in order to enroll.
7. Meet with the college PSEO advisor AND attend all PSEO information sessions so you know how to access any online course, correspond with your instructor, check your college email, etc.
8. Register for your college classes. Make sure you meet all prerequisites for the course you want to take.

9. Print a copy of your schedule (must list course, course number, and credits) and give it to your high school counselor.
10. Order or pick up your textbooks 3 weeks before your class begins. Check your E-Services account for your schedule. Your schedule should have the start and end dates for the semester.
11. Return your textbooks after you have completed the course. Failure to do so will result in a bill.

### **CIS Application/Registration Process:**

1. If you meet the eligibility requirements, you can apply online to Central Lakes College. Follow the steps listed in the link below:  
<http://www.clcmn.edu/wp-content/uploads/2018/08/Steps-to-Complete-CIS-Application.pdf>
2. Complete the PSEO/CIS Enrollment form for Central Lakes College. This should be completed in the spring when you register for your high school classes. Please ask for it at high school registration time.
3. Register to take the Accuplacer if it is required. <http://www.clcmn.edu/course-placement-testing/>
4. Make sure you meet all prerequisites for the courses you want to take. Register for the college class(es). Students will either register as a group or you will be given the course code by the counselor for the CIS courses.

## Pre-Approved PSEO Courses

The courses listed below have already been approved by Mr. Swenson to count towards your required graduation requirements. **You will need 4 college credits to equal 1 RHS credit and 2 college credits to equal .5 RHS credits.** If you want to take World History for example, the courses are worth 3 college credits, the equivalent of .75 RHS credits. It is not enough to meet your graduation requirements. You would need to take two World History courses to earn enough credit to meet the RHS graduation requirement.

RHS Required Course	Central Lakes Courses/Credit	St. Cloud State University Courses	St. Cloud Technical & Community College Courses
English 11 or 12	Composition I/4 Composition II/4 Honors Comp I/4 Honors Comp II/4	Intro to Expository Writing Intro to Literature Intro Rhetorical/Analytical Writing Analytical/Research Writing Human Classics of Literature	Analytical Writing Intro to Literature Intro Multicultural Literature Stretch Analytical Writing
World History	World Hist: Beginning-1500 World Hist: 1500-Present	Western Civilization Antiquity-1500 Western Civilization 1500-Present	World History to 1500 World History Since 1500 World War II
Civics	Intro to Political Science American Gov't & Politics State & Local Government Society and Laws	American National Government Political Ideas & Institution State and Local Government	Intro to American Politics Public Issues
Economics	The American Economy Principles of Econ - Macro Principles of Econ - Micro	Econ and Democratic Citizenship Intro to Economics Principles of Macroeconomics Principles of Microeconomics Comparative Economic Systems	Intro to Macroeconomics Intro to Microeconomics
Chemistry	Life Science Chemistry Chemical Principles	General Chemistry General, Organic & Biological Chem	Intro to General Chemistry General Chemistry
Physics	Principles of Physics	General Physics I Classical Physics I	General Physics Conceptual Physics
Earth Science	Earth Science & Environment Planet Earth		
Algebra III or Statistics	Intro to Statistics Intro to College Algebra College Algebra Precalculus	Intermediate Algebra College Algebra Trigonometry Statistical Methods for Natural Sci	Introductory Statistics Principles of Intermediate Alg College Algebra
Personal Finance	CCST 1559- Money Management		ECON 1310- Personal Finance
Phy Educ Elective			Life Wellness

If a course is not listed on this sheet, you **MUST** get pre-approval from Mr. Swenson before it can count towards graduation requirements. Use the back side of this page for pre-approval, and return it to the Guidance Office prior to registering for the college course.

Permission for PSEO Course Approval Form

Student \_\_\_\_\_ Grad Year \_\_\_\_\_

College	Course Title /Course ID	College Credits	To fulfill what RHS Required Course

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Please provide a course description (you can get this through your E-Services account by bringing up the course and clicking on the course link for the course(s) you are wanting approval) and staple it to this form.

## Intent to Enroll in PSEO for 2023-2024

To assist the district in planning, public school students are required to inform their district of their intent to enroll in PSEO courses during the following school year by May 30. If public school students do not notify the enrolling district by May 30, and the enrolling district does not waive the deadline, the family may be responsible for the postsecondary tuition expense.

**Please complete and return this form to Monica Flakus, counselor, by May 30, 2023.**

I plan to enroll in college classes during the 2023-2024 school year. I realize I will have additional responsibilities when I enroll in PSEO courses. The additional responsibilities include:

- I will need to complete the NOSR (Notice of Student Registration) form each semester I plan to enroll in a college class taught by a college professor, i.e. classes taught on the college campus or online college classes. Complete Part 1 of the form in black ink and give it to Monica Flakus, RHS counselor.
- I am responsible for any testing (Accuplacer or ACT) requirements.
- I am responsible for registering for my college classes and giving a copy of my completed college registration form to the RHS counselor.
- I am responsible for ordering and returning college textbooks. Failure to do so will result in a college book bill.
- I acknowledge I should attend any PSEO Information sessions the college offers because I am responsible for knowing the college's procedures for course registration, accessing online classes, dates of attendance, grading, and dropping/withdrawing from a course.

I plan to enroll in PSEO

\_\_\_\_\_ Fall 2023 only

\_\_\_\_\_ Spring 2024 only

\_\_\_\_\_ Fall and Spring of the 2023-24 school year

I plan to take college courses through \_\_\_\_\_  
Name of college/university

Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Return this form to Monica Flakus in the Royalton High School Guidance Office by May 30, 2023.



## Resolution for Acceptance of Gifts to the Royalton School District

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

WHEREAS all information is included in your packet;

The Royalton American Legion has generously donated \$3800 for the 7th Grade Deep Portage Trip.

The Royalton Lions Club has generously donated \$350 towards the FFA Club.

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

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

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

\_\_\_\_\_ and upon a roll call vote being taken thereon, the

following voted

in favor thereof:

following voted against:

and the following abstained:

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

\_\_\_\_\_ Board Chair, Rian Hofstad

\_\_\_\_\_ Board Clerk, Angela Roering

## Resolution for Acceptance of Gifts to the Royalton School District

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

WHEREAS all information is included in your packet;

The Blackbaud Giving Fund has generously given \$1000 to Royalton Elementary School on behalf of the Medtronic Foundation Volunteer Grant.

The Blackbaud Giving Fund has generously given \$6000 to Royalton High School on behalf of the Medtronic Foundation Volunteer Grant.

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

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

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

\_\_\_\_\_ and upon a roll call vote being taken thereon, the

following voted

in favor thereof:

following voted against:

and the following abstained:

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

\_\_\_\_\_ Board Chair, Rian Hofstad

\_\_\_\_\_ Board Clerk, Angela Roering

## **Request for approval to travel to Anaheim, California with BPA students qualifying for the BPA National Leadership Conference.**

Business Professionals of America (BPA) students will be competing at the BPA State Leadership Conference March 9-11. Those who do well will qualify for the BPA National Leadership Conference in Anaheim April 26-30. The deadline for students to commit to going to Nationals is Thursday, March 16.

Royalton BPA students attended the National Conference in 2014 (Indianapolis), 2015 (Anaheim), 2017 (Orlando) and 2019 (Anaheim)

Students will be chaperoned by BPA Advisor and business teacher, Stephanie Burg.

### **Costs:**

Advisor (District expense, can use Perkins funds)

- Registration (\$125)
- 4 Night Hotel (\$624 - 1,248)
- Transportation
  - Airfare: MSP - Los Angeles (\$380-700 round trip)
  - Airport Shuttle: Royalton to MSP (Groome \$150 round trip)
- Meals (\$50 per day x 5 days = \$250 max)

Advisor Total: \$1,529 - 2,773

Students (District, Student Activity Fund, Families)

- Covered by the district in previous years
  - Registration (\$125)
  - Hotel (\$312-\$1,248)
  - Meals (\$50 per day x 5 days = \$250 max)
- District total per student: \$687 - 1,623
  
- Covered by families
  - Airfare: MSP - Los Angeles (\$230-700 round trip)
  - Airport Shuttle: Royalton - MSP (Groome \$150 round trip)
  - Meals - excess of \$50
  - Additional entertainment and incidentals
- Student total: \$380 - 850
  
- Student Activity funds to be applied towards student total
  - \$100 - \$150 per student

I am requesting the Royalton School Board to allow placement of Jeremy Albright, Head Coach of Boys Golf, and Ryan Marwitz, Head Coach of Girls Golf, at Step 8 of the REM Contract rather than at Step 0.

Mr. Albright has 22 years as a Golf Coach, including 13 years experience as a Boys and Girls Head Golf coach. Mr. Marwitz has nine years of experience as a Girls Head Golf coach. I believe their wealth of experience as head coaches will greatly benefit our District as we get our golf programs up and running.

# August 2023

2023-24 CALENDAR

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 NEW HIRE - CERTIFIED STAFF	19
20	21 TEACHER INSERVICE K-12	22 TEACHER INSERVICE K-12	23	24	25 NEW HIRE - NON- CERTIFIED STAFF	26
27	28 TEACHER INSERVICE 8-4	29 TEACHER WORKSHOP 8-4	30 TEACHER WORKSHOP 8-4 OPEN HOUSE	31 TEACHER WORKSHOP 8-12		

# September 2023

K-5 9-12 18 days  
 6-8 19 days  
 Staff 19 days

Sun	Mon	Tue	Wed	Thu	Fri	Sat			
						1	2		
3	No SCHOOL - LABOR DAY	4	FIRST DAY OF SCHOOL GRADES 6-7-8	5	FIRST DAY OF SCHOOL GRADES K-5 GRADES 9-12	6	7	8	9
			1	2	3	4			
10	11	12	(13)	14	15	16			
	5	6	7	8	9				
17	18	19	(20)	21	22	23			
	10	11	12	13	14				
24	25	26	(27)	28	29	30			
	15	16	101	17	18	19			

Oct - 20 days  
Staff 20 days

# October 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
	8	9	10	11	12	13
15	16	17	18	19	20	21
	22	23	24	25	26	27
29	30	31				
	38	39	102			

Nov. 18 days  
 Staff - 20 days

# November 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				①	2	3	4
				40	41	42	
5	6	7		⑧	9	10	11
					No School - INSERN2		
	43	44		45	46		
12	13	14		15	16	17	18
	47	48		49	CONF.	50	51
19	20	21		22	23	24	25
			No SCHOOL - CONF. ADJ.		No School - THANKSGIVING		
	CONF.	52	53				
26	27	28		②9	30		
	54	55		103	56	57	

# December 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	2
						58	
3	4	5	6	7	8	9	
	59	60	61	62	63		
10	11	12	13	14	15	16	
	64	65	66	67	68		
17	18	19	20	21	22	23	
	69	70	71	72	No SCHOOL - XMAS		
24	25	26	27	28	29	30	
	No SCHOOL - XMAS →						
31							

# January 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 NO SCHOOL - XMAS BREAK	2	3	4	5	6
		73	74	75	76	
7	8	9	10	11	12	13
	77	78	79	80	81	
14	15 NO SCHOOL - INSERVICE	16	17	18	19	20
		82	83	84	85	
21	22	23	24	25	26	27
	86	87	88	89	90	
28	29	30	31			
	91	92	105	93		

# February 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	3
					94	95	
4	5	6	⑦	8	9	10	
	96	97	98	99	100		
11	12	13	14	15	16	17	
					No SCHOOL		
	101	102	103	104			
18	19	20	21	22	23	24	
	No SCHOOL - PRESIDENTS DAY						
		105	106	Conf.	107	108	
25	26	27	28	29			
	No SCHOOL - INSERVICE Conf.						
		109	106	110	111		

# March 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 2
3	4	5	6	7	8 No School	9
10	11 No School - CONF. AOS	12	13	14	15	16
17	18	19	20	21	22 No School - INSERVICE	23
24	25	26	27	28	29 No School - EASTER BREAK	30
31						

# April 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 No School - EASTER BREAK	2	3	4	5	6
		129	130	131	132	
7	8	9	10	11	12	13
	133	134	135	136	137	
14	15	16	17	18	19	20
	138	139	140	141	142	
21	22	23	24	25	26	27
	143	144	145	146	147	
28	29	30				
	148	149	108			

# May 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			①	2	3	4
			150	151	152	
5	6	7	8	9	10 No SCHOOL	11
	153	154	155	156		
12	13	14	⑮	16	17	18
	157	158	159	160	161	
19	20	21	⑳	23	24	25
	162	163	164	165	166	
26	No SCHOOL MEMORIAL DAY	27	28	29	30	31 LAST STUDENT DAY
		167	109 168	169	170	

# June 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	
2	Teacher Workshop	3	4	5	6	7	8
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							



# ROYALTON PUBLIC SCHOOLS

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royaltonpublicschools.org

## District Office Staffing Reorganization

February 27, 2023

## Current Model of District Office Staffing

HR Director

Finance Assistant

Administrative Assistant to the Superintendent/School Board

Community Education Director  
(position receives a stipend)

SMS

## Proposed Model of District Office Staffing

**HR Director/Community Education Director**

**Finance Specialist**

**Preschool Secretary**

Administrative Assistant

Community Education Programmer  
(title change only)

SMS

# Current Distribution of Duties Model

**HR Director:** HR & Payroll duties, Title IX, MARSS Coordinator, STAR Reporting, Supervises Finance Assistant

**Finance Assistant:** A/P, Front Desk/Preschool Support

**Administrative Assistant to the Superintendent/School Board:** Superintendent Administrative Assistant, Board Support, Communications (Social Media), Open Enrollment, Home School, Notary, Some MDE Reporting and Data Entry,

**Community Education Director** (position receives a stipend): Youth Athletics

**SMS:** Business Manager Duties

# Proposed Distribution of Duties Model

**HR Director/Community Education Director:** HR/Benefits, District Ins., Contract Negotiations, Title IX, Preschool Supervisor, MAP Supervisor, Adult Education, Supervises Community Ed Coordinator, Finance Specialist, CE/DO Secretary

**Finance Specialist:** Payroll, AP, Deposits, RevTrak, Invoicing, 1099's

**Community Education/District Office Secretary:** Preschool billing, MAP billing, CE billing and registration support; Preschool secretary, welcome visitors

**Administrative Assistant:** No Change

**Community Education Programmer:** No Change (title change only)

**SMS:** No Change

# Benefits from Reorganizing

## Programming Benefits:

- Growth of Preschool
  - Secretarial Needs
  - Increased Leadership
- Increased Community Education Oversight
  - Increased Oversight of MAP
  - Increased Adult Class Offerings
  - Increased Youth Enrichment Offerings
- Improved Distribution of Business Office Duties
  - Financials all handled at the District Office
  - Improved Customer Service
  - Separation of Duties within the Business Office

# Benefits from Reorganizing Cont...

## Current Financial Model:

Fund 1 Expenses: **\$399,700**

Fund 4 Expenses: **\$19,800**

## Proposed Financial Model:

Fund 1 Cost Savings: **\$17,300**

Fund 4 Increase: **\$66,800**

# Benefits from Reorganizing Cont...

<u>CE</u>	<u>Sal / Ben</u>		<u>Expenses</u>	<u>Total Expenses</u>	<u>Revenues</u>	<u>Profit/Loss</u>	<u>Fund Balance</u>	<u>FB % of Total Exp</u>
FY12	\$86,573.38		\$76,820.23	\$163,393.61	\$179,685.38	\$16,291.77	\$69,058	42.26%
FY13	\$85,872.67	Expansion	\$105,417.28	\$191,289.95	\$195,001.50	\$3,711.55	\$79,511	41.57%
FY14	\$97,084.86		\$72,631.97	\$169,716.83	\$179,779.75	\$10,062.92	\$103,262	60.84%
FY15	\$106,574.08		\$70,621.96	\$177,196.04	\$202,256.35	\$25,060.31	\$128,913	72.75%
FY16	\$141,453.95		\$72,106.05	\$213,560.00	\$217,923.65	\$4,363.65	\$134,761	63.10%
FY17	\$159,815.48		\$88,172.34	\$247,987.82	\$254,714.88	\$6,727.06	\$142,745	57.56%
FY18	\$220,268.44	Expansion	\$85,787.78	\$306,056.22	\$275,162.26	-\$30,893.96	\$113,042	36.94%
FY19	\$250,119.66		\$77,583.37	\$327,703.03	\$377,032.40	\$49,329.37	\$163,529	49.90%
FY20	\$196,275.17		\$62,054.32	\$258,329.49	\$319,172.75	\$60,843.26	\$225,550	87.31%
FY21	\$182,307.03		\$47,367.89	\$229,674.92	\$272,054.55	\$42,379.63	\$269,059	117.15%
FY22	\$298,095.46	Negotiations	\$72,811.27	\$370,906.73 <sup>116</sup>	\$441,959.82	\$71,053.09	\$336,597	90.75%

# Strategic Plan Alignment

- Strategic Priority #1: World's Best Workforce
  - Goal #1 Kindergarten Readiness
- Strategic Priority #2: Life Skills/Post Secondary Preparation
  - Action Step #3 Service Learning Opportunities
- Strategic Priority #3: Social and Emotional Supports
  - Action Step #4 Community Education classes for parents
- Strategic Priority #5: Co-Curricular and Extra-Curricular Opportunities and Participation
  - Action Step #3 Increase opportunities through Community Education

# Recommendation for Approval

- Hire 1.0 FTE Pre-school/Community Ed/Front Desk Secretary
- Change Financial Assistant Position to a Financial Specialist
- Change HR/Payroll Position to HR Director/Community Education Director



**Thank you!**



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## Schedule of the Day

### 8:00-8:30 - Staff Meeting

-Principals will be responsible for sending out a Google Meet for teachers and establishing a start time for the meeting

### 8:30-10:00 - PLC Meeting

-Teachers will meet virtually with their PLC groups to determine what they need to work on during the PD Day to continue our HRS work

After PLC's, teachers should do 2 hours of HRS work

After HRS work time is completed, teachers should spend 2 hours working on one or more of the following:

- CEU work - Utilizing resources provided by Sourcewell and Mid-State
- Catalyst Review
- Second Step and Better Together review
- Proficiency Scales
- HRS Pacing Calendar
- Specialty Curriculum Planning - E-Learning for example

Principals will send out a Google Form for reflection on what was completed by each teacher as documentation of the Professional Development Day.

**414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE**

**I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

**III. DEFINITIONS**

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
  - 1. is not likely to occur and could not have been prevented by exercise of due care; and
  - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.

- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical care, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
  2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so;
  3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
  4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
  5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
  6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
  7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
  8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child’s care in good faith has selected and

depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- H. “Report” means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- I. “School personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- J. “Sexual abuse” means the subjection of a child by a person responsible for the child’s care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- K. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- L. “Person responsible for the child’s care” means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- M. “Threatened injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child’s care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

#### IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may

result in discipline. The court may also award attorney's fees.

## V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

## **VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE**

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

## **VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE**

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

## **VIII. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)

Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)  
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)  
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)  
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)  
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)  
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)  
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)  
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)  
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)  
Minn. Stat. § 609.379 (Reasonable Force)  
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

***Cross References:*** MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 414

Orig. 1995

Revised: \_\_\_\_\_

Rev. 202219

#### 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

***[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]***

##### I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

##### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with [Minnesota Statutes chapter- 260E§ 626.556](#) requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

##### III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event ~~which~~that:
  - 1. is not likely to occur and could not have been prevented by exercise of due care; and
  - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of [Minnesota Statutes chapter 260C \(Juvenile Safety and Placement\) Child Protection](#) and [Minnesota Statutes chapter 260D \(Child in Voluntary Foster Care for Treatment\)](#), includes an individual under age 21 who is in foster care pursuant to [Minnesota Statutes chapter 260C.451 \(Foster Care Benefits Past Age 18\)](#).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being ~~neglected or physically or sexually abused~~maltreated, or has been ~~neglected or physically or sexually abused~~maltreated within the preceding three years.
- E. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

**FE.** “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical ~~care~~, or other care required for the child’s physical or mental health when reasonably able to do so, ~~including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;~~
2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors ~~such~~ as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for ~~the child’s his or her~~ own basic needs or safety, or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, ~~or~~ medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minnesota Statutes section 260C.007, subdivision. 6, clause (5);
7. chronic and severe use of alcohol or a controlled substance by a ~~parent or~~ person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
8. emotional harm from a pattern of behavior ~~which that~~ contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

Neglect does not occur solely because the child’s parent, guardian, or other person responsible for the child’s care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care. ~~does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child’s care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child’s health.~~

**GF.** “Nonmaltreatment mistake” means occurs when: (1) at the time of the incident, the individual was performing duties identified in the center’s child care program plan

required under [Minnesota Rules part 9503.0045](#); (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under [Minnesota Rules chapter 9503](#).

H. ["Person responsible for the child's care"](#) means (1) [an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or](#) (2) [an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.](#)

I.G. "Physical abuse" means any physical injury, mental injury [\(under subdivision 13\)](#), or threatened injury [\(under subdivision 23\)](#), inflicted by a person responsible for the child's care [on a child](#) other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by [Minnesota Statutes section 125A.0942 or 245.825](#).

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian ~~which that~~ does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by [Minnesota Statutes section 121A.582](#).

Actions ~~which that~~ are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions ~~which that~~ result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances ~~which that~~ were not prescribed for the child by a practitioner, in order to control or punish the child, or ~~giving the child~~ other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or ~~that~~ subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under [Minnesota Statutes section 609.379](#), including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under [Minnesota Statutes section 121A.58](#).

J.H. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes ~~neglect or physical or sexual abuse~~ [maltreatment](#) of a child and contains sufficient content to identify the child and any person believed to be responsible for the [maltreatment, neglect or abuse](#), if known.

- ~~JI.~~ "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- ~~IJ.~~ "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor ~~which-that~~ constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation ~~which-that~~ requires registration under Minnesota Statutes section 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- ~~M.~~ "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) , or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.
- ~~K.~~ "Mental injury" means ~~an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.~~
- ~~L.~~ "Person responsible for the child's care" means ~~(1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.~~
- ~~M.~~ "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

#### **IV. REPORTING PROCEDURES**

- A. A mandated reporter ~~as defined herein~~ shall immediately report the information neglect

~~or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years,~~ to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.

- B. ~~If the immediate report has been made orally,~~ An oral report shall be made immediately, by telephone or otherwise, ~~and~~ The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing assisting or investigating ~~maltreatment~~ the report. ~~Any~~ The written report shall be of sufficient content to identify the child, any person believed to be responsible for the ~~abuse or neglect~~ maltreatment of the child if the person is known, the nature and extent of the ~~abuse or neglect~~ maltreatment, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- ~~G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.~~
- ~~G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.~~
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees, ~~and the reckless~~ Knowingly or recklessly making ~~of~~ a false report also may result in discipline. ~~The court may also award attorney's fees.~~

***[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]***

## V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment neglect or physical or sexual abuse rests rests with the appropriate state, county, ~~state~~, or local agency or agencies. The agency responsible for assessing or investigating reports of ~~child~~ maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged ~~perpetrator~~offender, and any other person with knowledge of the ~~abuse or neglect~~ maltreatment for the purpose of gathering ~~the~~ facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will~~must~~ be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged ~~perpetrator~~ offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged ~~perpetrator~~ offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g.

## VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to

conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

## **VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE**

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

## **VIII. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)  
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)  
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)  
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)  
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)  
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)  
[Minn. Stat. Ch. 260E \(Reporting of Maltreatment of Minors\)](#)  
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)  
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)  
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)  
Minn. Stat. § 609.379 (Reasonable Force)  
~~Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)~~  
~~Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)~~  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

**Cross References:** MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

## **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 on school premises, on school district property, at school functions or activities, or on school transportation. 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.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. 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.

- G. 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 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. “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.

- F. "Prohibited conduct" means bullying or cyberbullying 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.
- G. "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.
- H. "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 Minn. Stat. § 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) 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 in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy 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. 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 Minn. Stat. § 121A.031 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 (Definition of Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
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 School)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
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MSBA/MASA Model Policy 507 (Corporal Punishment)  
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MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 514

Orig. 2003

Revised: \_\_\_\_\_

Rev. 2022~~14~~

## **514 BULLYING PROHIBITION POLICY**

***[Note: School districts are required by statute to have a policy addressing 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 on school premises, on school district property, at school functions or activities, or on school transportation. 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.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. 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.

- G. 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 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. "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.
- F. "Prohibited conduct" means bullying or cyberbullying 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.
- G. "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.
- H. "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 [Minn. Stat. §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 or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- 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. 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 ~~Minn. Stat. §Minnesota Statutes section~~ 121A.031 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 ~~of Public School~~)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (~~Sexual, Religious and Racial Harassment and Violence~~)~~Model Policy~~)  
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)  
Minn. Stat. Ch. 124E (Charter Schools)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
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MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: August 9, 2004

Royalton School District Policy 515

Revised: May 24, 2021

Reviewed: December 20, 2021

## **515 PROTECTION AND PRIVACY OF PUPIL RECORDS**

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

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. § 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes Chapter. 13, and Minnesota. Rules Parts 1205.0100-1205.2000.

### **III. DEFINITIONS**

#### **A. Authorized Representative**

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

#### **B. Biometric Record**

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

#### **C. Dates of Attendance**

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the

school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

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

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

***[Note: This definition includes all of the types of information specifically referenced by state and federal law as directory information. A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory***

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

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.
2. What does not constitute education records. The term "education records" does not include:
  - a. Records of instructional personnel that are:
    - (1) kept in the sole possession of the maker of the record;
    - (2) used only as a personal memory aid;(3) not accessible or revealed to any other individual except a temporary substitute teacher; and
    - (4) destroyed at the end of the school year.
  - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
    - (1) maintained separately from education records;
    - (2) maintained solely for law enforcement purposes; and
    - (3) disclosed only to law enforcement officials of the same jurisdiction.
  - c. Records relating to an individual, including a student, who is employed by the school district which:
    - (1) are made and maintained in the normal course of business;

- (2) relate exclusively to the individual in that individual's capacity as an employee; and
- (3) are not available for use for any other purpose.

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

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:
  - (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
  - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
  - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.
- e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.
- f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Eligible Student

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

G. Juvenile Justice System

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

H. Legitimate Educational Interest

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

1. Perform an administrative task required in the school or employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education;
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid; or
4. Perform a task directly related to responding to a request for data.

I. Parent

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

J. Personally Identifiable

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

K. Record

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

microfilm, and microfiche.

L. Responsible Authority

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

M. Student

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

N. School Official

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

*[Note: School districts may wish to reference police liaison officers in the definition of a “school official.” Depending on the circumstances of the relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered “school officials” only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district’s legal counsel is recommended.]*

O. Summary Data

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

P. Other Terms and Phrases

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

#### IV. GENERAL CLASSIFICATION

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

## **V. STATEMENT OF RIGHTS**

### **A. Rights of Parents and Eligible Students**

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

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

### **B. Eligible Students**

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first

obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31(a).

C. Students with a Disability

The school district shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the privacy, notice, access, record keeping and accuracy of information related to students with a disability.

**VI. DISCLOSURE OF EDUCATION RECORDS**

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;
  - c. the party or class of parties to whom the disclosure may be made;
  - d. the consequences of giving informed consent; and
  - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
  - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:

- a. identifies and authenticates a particular person as the source of the electronic consent; and
  - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
  - a. in plain language;
  - b. dated;
  - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
  - d. specific as to the nature of the information the subject is authorizing to be disclosed;
  - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
  - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
  - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes Chapter 256B or Minnesota Care under Minnesota Statutes Chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

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

Section V. of this policy.

B. Prior Consent for Disclosure Not Required

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

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
  - a. performs an institutional service or function for which the school district would otherwise use employees;
  - b. is under the direct control of the school district with respect to the use and maintenance of education records; and
  - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 U.S.C. § 7917, *[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes section 260B.171, unless the data are required to be destroyed under Minnesota Statutes section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of

this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
  - a. determine eligibility for the aid;
  - b. determine the amount of the aid;
  - c. determine conditions for the aid; or
  - d. enforce the terms and conditions of the aid.

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

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

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B), an act of domestic or international terrorism

as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer

immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
  - b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

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

19. To the principal where the student attends and to any counselor directly

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

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

students and staff, or as otherwise required by law.

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

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 U.S.C. § 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

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

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

## **VII. RELEASE OF DIRECTORY INFORMATION**

### **A. Classification**

Directory information is public except as provided herein.

### **B. Former Students**

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

### **C. Present Students and Parents**

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

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
  - b. the parent’s or eligible student’s right to refuse to let the school district designate any or all of those types of information about the

student and/or the parent as directory information; and

- c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

***[Note: Federal law allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.1.d. that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]***

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

D. Procedure for Obtaining Nondisclosure of Directory Information

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

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

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

**VIII. DISCLOSURE OF PRIVATE RECORDS**

A. Private Records

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

B. Private Records Not Accessible to Parent

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

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the

responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

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

C. Private Records Not Accessible to Student

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

D. Military-Connected Youth Identifier

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

**DISCLOSURE OF CONFIDENTIAL RECORDS**

A. Confidential Records

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

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes Chapter 260E , written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 260E .

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

C. Investigative Data

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

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
  - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
  - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
  - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

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

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

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

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

- A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if

available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

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

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;
2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority [*designate title of individual, i.e., building principal*] in writing by [*date*] each year. The written request must include the following information:

1. Name of student and parent, as appropriate;
2. Home address;
3. Student's grade level;
4. School presently attended by student;
5. Parent's legal relationship to student, if applicable;
6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are

reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

## **XII. LIMITS ON REDISCLOSURE**

### **A. Redisclosure**

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

### **B. Redisclosure Not Prohibited**

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
  - a. The disclosures meet the requirements of Section VI. of this policy; and
  - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of

dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. § 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

*[Note: 42 U.S.C. § 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]*

C. Classification of Disclosed Data

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

D. Notification

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

**XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING**

A. Responsible Authority

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

B. Record Security

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

C. Plan for Securing Student Records

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

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

D. Review of Written Plan for Securing Student Records

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

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student;
  - b. the legitimate interests these parties had in requesting or obtaining the information; and
  - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

- a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
  - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
  - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 C.F.R. § 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism.

***[Note: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]***

4. The record of requests of disclosures may be inspected by:
- a. the parent of the student or the eligible student;
  - b. the school official or his or her assistants who are responsible for the custody of the records; and

- c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
  - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
  - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

#### **XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

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

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

B. Response to Request for Access

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

C. Right to Inspect and Review

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

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible

student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

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

E. Collection of Student Records

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

F. Records Containing Information on More Than One Student

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

G. Authority to Inspect or Review

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

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
  - a. the cost of materials, including paper, used to provide the copies;

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

**XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

**A. Request to Amend Education Records**

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

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

student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

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

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
  - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
  - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the

hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

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

## **XVI. PROBLEMS ACCESSING DATA**

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

## **XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA**

A. Where to File Complaints

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

B. Content of Complaint

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

### **XVIII. WAIVER**

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

### **XIX. ANNUAL NOTIFICATION OF RIGHTS**

#### **A. Contents of Notice**

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

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or

transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

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

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

C. Notification to Parents or Eligible Students Who are Disabled

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

**XX. DESTRUCTION AND RETENTION OF RECORDS**

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

**XXI. COPIES OF POLICY**

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.393 (Attorneys)  
Minn. Stat. Ch. 14 (Administrative Procedures Act)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)  
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)  
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)  
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)  
Minn. Stat. Ch. 256L (MinnesotaCare)  
Minn. Stat. § 260B.171, subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
Minn. Stat. § 363A.42 (Public Records; Accessibility)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)  
18 U.S.C. § 2331 (Definitions)  
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)

20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)  
20 U.S.C. § 7908 (Armed Forces Recruiting Information)  
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)  
25 U.S.C. § 5304 (Definitions – Tribal Organization)  
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)  
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)  
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)  
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)  
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)  
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)  
*Gonzaga University v. Doe*, 536 U.S. 273 309 (2002)

***Cross References:*** MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 520 (Student Surveys)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 722 (Public Data Requests)  
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)  
MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 515

Orig. 1995

Revised: \_\_\_\_\_

Rev. 20~~22~~21

## 515 PROTECTION AND PRIVACY OF PUPIL RECORDS

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

#### A. Authorized Representative

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

#### B. Biometric Record

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

#### C. Dates of Attendance

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

D. Directory Information

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

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

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

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.
2. What does not constitute education records. The term "education records" does not include:
  - a. Records of instructional personnel that are:
    - (1) kept in the sole possession of the maker of the record;
    - (2) used only as a personal memory aid;
    - (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
    - (4) destroyed at the end of the school year.
  - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
    - (1) maintained separately from education records;
    - (2) maintained solely for law enforcement purposes; and
    - (3) disclosed only to law enforcement officials of the same jurisdiction.
  - c. Records relating to an individual, including a student, who is employed by the school district which:
    - (1) are made and maintained in the normal course of business;
    - (2) relate exclusively to the individual in that individual's capacity as an employee; and
    - (3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.
  - d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:
    - (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
    - (2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

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

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

G. Eligible Student

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

HG. Juvenile Justice System

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

IH. Legitimate Educational Interest

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

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education;
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or
4. Perform a task directly related to responding to a request for data.

**J.** Parent

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

**K.** Personally Identifiable

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

**L.** Record

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

**M.** Responsible Authority

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

**N.** Student

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

**O.** School Official

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

***[Note: School districts may wish to reference police liaison officers in the definition of a “school official.” Depending on the circumstances of the***

***relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered "school officials" only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district's legal counsel is recommended.]***

**PQ.** Summary Data

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

**QP.** Other Terms and Phrases

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

**IV. GENERAL CLASSIFICATION**

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

**V. STATEMENT OF RIGHTS**

**A.** Rights of Parents and Eligible Students

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

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

B. Eligible Students

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

C. Students with a Disability

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

**VI. DISCLOSURE OF EDUCATION RECORDS**

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;
  - c. the party or class of parties to whom the disclosure may be made;
  - d. the consequences of giving informed consent; and
  - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
  - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
  - a. identifies and authenticates a particular person as the source of the electronic consent; and

- b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
- a. in plain language;
  - b. dated;
  - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
  - d. specific as to the nature of the information the subject is authorizing to be disclosed;
  - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
  - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
  - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes ~~c~~Chapter 256B or Minnesota Care under Minnesota Statutes ~~c~~Chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

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

B. Prior Consent for Disclosure Not Required

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

- 1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
- 2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside

party:

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

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

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

- a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
  - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance

with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 [United States Code section U.S.C. § 2332b\(g\)\(5\)\(B\)](#), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed

by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
  - b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

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

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

administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

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

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

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 [United States Code section U.S.C. § 5304](#)), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity

engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

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

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

**VII. RELEASE OF DIRECTORY INFORMATION**

A. Classification

Directory information is public except as provided herein.

B. Former Students

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

C. Present Students and Parents

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

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
  - b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student

and/or the parent as directory information; and

- c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

***[Note: Federal law allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.1.d. that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]***

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

D. Procedure for Obtaining Nondisclosure of Directory Information

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

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

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

E. Duration

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

## **VIII. DISCLOSURE OF PRIVATE RECORDS**

A. Private Records

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

B. Private Records Not Accessible to Parent

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

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
  - a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
  - b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
  - c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
  - d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

- e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

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

D. Military-Connected Youth Identifier

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

**IX. DISCLOSURE OF CONFIDENTIAL RECORDS**

A. Confidential Records

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

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes Chapter 260E , written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 260E.

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

C. Investigative Data

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

1. The school district may make any data classified as protected non-public or

confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
  - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
  - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
  - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

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

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

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

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

- A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;
  2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
  3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority [*designate title of individual, i.e., building principal*] in writing by [*date*] each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
  2. Home address;
  3. Student's grade level;
  4. School presently attended by student;
  5. Parent's legal relationship to student, if applicable;
  6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
  7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school

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

## **XII. LIMITS ON REDISCLOSURE**

### **A. Redisclosure**

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

### **B. Redisclosure Not Prohibited**

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

***[Note: 42 United States Code section U.S.C. § 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]***

### **C. Classification of Disclosed Data**

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

### **D. Notification**

The school district shall inform the party to whom a disclosure is made of the

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

### **XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING**

#### **A. Responsible Authority**

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

#### **B. Record Security**

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

#### **C. Plan for Securing Student Records**

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

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

#### **D. Review of Written Plan for Securing Student Records**

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

#### **E. Record Keeping**

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

- a. the parties who have requested or received personally identifiable information from the education records of the student;
  - b. the legitimate interests these parties had in requesting or obtaining the information; and
  - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
- a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
  - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
  - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 [Code of Federal Regulations section C.F.R. § 99.32](#) and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 [U.S.C. § United States Code section 2332b\(g\)\(5\)\(B\)](#) or an act of domestic or international terrorism.

***[Note: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]***

4. The record of requests of disclosures may be inspected by:

- a. the parent of the student or the eligible student;
  - b. the school official or his or her assistants who are responsible for the custody of the records; and
  - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
    - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
    - b. the parties to whom the school district disclosed the information.
  6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

#### **XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

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

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

B. Response to Request for Access

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

C. Right to Inspect and Review

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

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

D. Form of Request

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

E. Collection of Student Records

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

F. Records Containing Information on More Than One Student

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

G. Authority to Inspect or Review

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

H. Fees for Copies of Records

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

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

**XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

A. Request to Amend Education Records

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

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

B. Right to a Hearing

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

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

the student so long as the record or contested portion thereof is maintained by the school district; and

- b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

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

D. Appeal

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

**XVI. PROBLEMS ACCESSING DATA**

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

**XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA**

A. Where to File Complaints

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

Washington, D.C. 20202-8520.

B. Content of Complaint

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

**XVIII. WAIVER**

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

**XIX. ANNUAL NOTIFICATION OF RIGHTS**

A. Contents of Notice

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

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

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

The school district shall provide for the need to effectively notify parents of students

identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

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

**XX. DESTRUCTION AND RETENTION OF RECORDS**

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

**XXI. COPIES OF POLICY**

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

**Legal References:**

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

**Cross References:**

- MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 520 (Student Surveys)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 722 (Public Data Requests)  
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)  
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: February 9, 2004

Royalton School District Policy 521

Last Revised: August 21, 2018

Review: August 24, 2020

## **521 STUDENT DISABILITY NONDISCRIMINATION**

### **I. PURPOSE**

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

### **II. GENERAL STATEMENT OF POLICY**

- A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
  - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
  - 2. has a record of such an impairment; or
  - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

### **III. COORDINATOR**

Persons who have questions, comments, or complaints should contact **Monica Flakus, Guidance Counselor at 120 S. Hawthorn, Royalton, MN 56373 or (320) 584-4000**. This person is the school district's Americans with Disabilities Act/Section 504 Coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

**Legal References:** Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

***Cross References:*** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 521

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2022~~13~~

## 521 STUDENT DISABILITY NONDISCRIMINATION

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

### I. PURPOSE

The purpose of this policy is to protect ~~disabled~~ students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

### II. GENERAL STATEMENT OF POLICY

- A. ~~Disabled~~s Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
  2. has a record of such an impairment; or
  3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

### III. COORDINATOR

Persons who have questions or comments should contact \_\_\_\_\_ (title, name, office address, and telephone number). This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

**Legal References:** ~~Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)~~  
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

## **531 THE PLEDGE OF ALLEGIANCE**

### **I. PURPOSE**

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end. All rooms used for instruction and public meetings will display the American Flag.

### **II. GENERAL STATEMENT OF POLICY**

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

### **III. EXCEPTIONS**

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice whether they are choosing to participate or not-participate.

### **IV. INSTRUCTION**

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

**Legal References:** Minn. Stat. § 121A.11, Subd. 3 (Pledge of Allegiance)  
Minn. Stat. § 121A.11, Subd. 4 (Instruction)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 531

Orig. 2003

Revised: \_\_\_\_\_

Rev. 2003

## **531 THE PLEDGE OF ALLEGIANCE**

***[Note: Recitation of the Pledge of Allegiance by students and instruction of students as provided in this policy are required by statute. Also, the statement in Part III., below, must be included in the student handbook or a policy guide. A local school board or a charter school board of directors may waive these statutory requirements by a majority vote taken annually. If the local school board or charter school board of directors waives the requirement to recite the Pledge of Allegiance, it may adopt a district or school policy regarding the reciting of the Pledge of Allegiance.]***

### **I. PURPOSE**

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

### **II. GENERAL STATEMENT OF POLICY**

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

### **III. EXCEPTIONS**

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

### **IV. INSTRUCTION**

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

**Legal References:** Minn. Stat. § 121A.11, Subd. 3 and Subd. 4 (United States Flag)

**Cross References:** None

Adopted: August 14, 2006

Royalton School District Policy 516

Revised:

Reviewed:

## 516 STUDENT MEDICATION

### I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

### II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

### III. DEFINITIONS

For the purpose of this policy "medication" includes both prescription and non-prescription (over the counter) will be subject to different provisions under B and B1. "Physician" includes physicians, dentist, and other licensed health professionals when prescribing within the scope of their prescriptive authority (e.g., nurse practitioners). "Parent refers to the student's parent or guardian or parent for students 18 or older is the student. "Unlicensed personnel" refers to school staff that is not licensed by the state in any profession that allows for the administration of medication, diagnoses medical conditions, provide medical care, and/or prescribes medication (e.g., administrators, teachers, secretaries, education technicians, coaches, bus drivers).

### IV. REQUIREMENTS

- A. The administration of prescription medication requires both a physician and parent signature on the authorization form (Form 1A), or a physician order from the provider's clinic with parent/guardian signature giving permission. The written request will provide an acknowledgement and agreement that unlicensed personnel may administer the medication per physician's instructions for prescription medication and bottle instructions for OTC medications. The school may rely on a verbal parent request for over the counter medications up to one school day, upon the discretion of the school nurse. A written authorization (Form 2A for OTC medications) is required after one day.
- B. An "Adminstrating Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes section 152.22, subdivision 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label. Prescription medications must be brought to school by a parent/guardian in the original container.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.

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**[Note: The necessary provisions for complying with Minn. Stat. §§Minnesota Statutes sections 121A.22, Administration of Drugs and Medicine, 121A.221, Possession and Use of Asthma Inhalers by Asthmatic Students, and 121A.222, Possession and Use of Nonprescription Pain Relievers by Secondary Students are included in this policy. The statutes do not regulate administration of drugs and medicine for students aged 18 and over or other nonprescription medications. Please note that section§121A.22 does not require school districts to apply the administration of medication rule to drugs or medicine used off school grounds, drugs or medicines used in connection with athletics or extra-curricular activities, and drugs and medicines that are used in connection with activities that occur before or after the regular school day.]**

Deleted: or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.

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E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part ~~k~~ 5. below), [prescription epinephrine pens approved by a medical provider to self carry](#), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).

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F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.

H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications ([Form 1B](#)) in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

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I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under [Minnesota Statutes section 121A.21](#)). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

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J. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

K. Specific Exceptions:

1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;

5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
  - a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
  - b. the inhaler is properly labeled for that student; and
  - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:
  - a. that are used off school grounds;
  - b. that are used in connection with athletics or extracurricular activities; or
  - c. that are used in connection with activities that occur before or after the regular school day are not governed by this policy.

7. Nonprescription Medication.

a. FDA approved over the counter medications may be given with parent permission without a doctor's order at the discretion of the school nurse. Non-prescription medications must come to school in the original properly labeled container, which clearly identifies the medication and proper dosages and may not be expired. Dosage may not exceed that which is recommended on the label. Parents/guardians will be responsible to provide non-prescription medications directly to the school. The district will not provide these medications for students (Form 2A)

b. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This

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provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

c. A primary student may have nonprescription medication at school. The medication will be kept in the health office and may not be self-administered. An OTC Medication form (Form 2A) must be completed and on file for the medication to be administered.

d. Essential oils may be used in the form of a personal diffuser such as a necklace or bracelet only so long as it doesn't disturb others. The essential oil must be applied to the bracelet or necklace at home, not in the school. Essential oils may not be applied by students in school or by school personnel.

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

a. Possess epinephrine auto-injectors; or

b. If the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's section 504 plan.

9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

L. "Parent" for students 18 years old or older is the student.

M. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

N. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and

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transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.

2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes [section 152.01](#), subdivision 4, or is an over-the-counter medication, the school ~~nurse and school district administrator~~ will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes [section 152.01](#), subdivision 4, the school ~~nurse and school district administrator~~ is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

**Legal References:**

- Minn. Stat. § 13.32 (~~Educational~~ Data)
- Minn. Stat. § 121A.21 (Hiring of Health Personnel)
- Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
- [Minn. Stat. § 121A.2205 \(Possession and Use of Epinephrine Auto-Injectors; Model Policy\)](#)
- [Minn. Stat. § 121A.2207 \(Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors\)](#)
- Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
- Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
- Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
- [Minn. Stat. § 151.212 \(Label of Prescription Drug Containers\)](#)
- Minn. Stat. § 152.01 (Definitions)
- Minn. Stat. § 152.22 (Definitions)
- Minn. Stat. § 152.23 (Limitations)
- 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
- 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

**Cross References:**

- MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

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Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)¶

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Adopted: September 28, 2020  
Revised: \_\_\_\_\_

Royalton School District Policy 722  
Reviewed: September 26, 2022

## 722 PUBLIC DATA AND DATA SUBJECT REQUESTS

### I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

### II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

### III. DEFINITIONS

#### A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

#### B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

#### C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

#### D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

#### E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

#### F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by

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the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

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**IV. REQUESTS FOR PUBLIC DATA**

- A. All requests for public data must be made in writing directed to the responsible authority.
  - 1. A request for public data must include the following information:

- a. Date the request is made;
  - b. A clear description of the data requested;
  - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
  - d. Method to contact the requestor (such as phone number, address, or email address).
2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.▼
  3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
  4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
    - a. The requested data does not exist; or
    - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
      - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
      - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
    - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
  2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
  3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

**Deleted:** A requestor is not required to explain the reason for the data request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

**V. REQUEST FOR SUMMARY DATA**

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
  1. A request for the preparation of summary data must include the following information:
    - a. Date the request is made;
    - b. A clear description of the data requested;
    - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
    - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
  1. The estimated costs of preparing the summary data, if any; and
  2. The summary data requested; or
  3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
  4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

**VI. DATA BY AN INDIVIDUAL DATA SUBJECT**

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is

classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

#### **VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA**

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
  2. Date the request is made;
  3. A clear description of the data requested;
  4. Proof that the individual is the data subject or the data subject's parent or guardian;
  5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
  6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

**VIII. COSTS**

A. Public Data

1. The school district will charge for copies provided as follows:
  - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
  - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
    - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
    - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:

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- a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
- b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

**C. Data Belonging to an Individual Subject**

- 1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

- 2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child’s parent or guardian or by the child upon the child reaching the age of majority.

**IX. Annual Review and Posting**

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public’s ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district’s website.

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**Data Practices Contacts**

**Responsible Authority:**

[Kristine J. Wehrkamp Herman](#)  
[120 South Hawthorn St](#)  
[320.584.4250](#)  
[Kristine.wehrkamp@isd485.org](mailto:Kristine.wehrkamp@isd485.org)

Deleted: [Name]

Deleted: [Location]

Deleted: [Phone number; email address]

Deleted: [Name]

**Data Practices Compliance Official:**

[Amy Krueger](#)  
[120 South Hawthorn St](#)  
[320.584.4248](#)  
[Amy.krueger@isd485.org](mailto:Amy.krueger@isd485.org)

Deleted: [Name]

Deleted: [Location]

Deleted: [Phone number; email address]

**Data Practices Designee(s):**

[Amy Krueger](#)  
[120 South Hawthorn St](#)  
[320.584.4248](#)  
[Amy.krueger@isd485.org](mailto:Amy.krueger@isd485.org)

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**Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
[Minn. Stat. § 13.01 \(Government Data\)](#)  
[Minn. Stat. § 13.02 \(Definitions\)](#)  
Minn. Stat. § 13.025 (Government Entity Obligation)  
[Minn. Stat. § 13.03 \(Access to Government Data\)](#)  
[Minn. Stat. § 13.04 \(Rights of Subjects to Data\)](#)  
[Minn. Stat. § 13.05 \(Duties of Responsible Authority\)](#)  
[Minn. Stat. § 13.32 \(Educational Data\)](#)  
[Minn. Rules Part 1205.0300 \(Access to Public Data\)](#)  
[Minn. Rules Part 1205.0400 \(Access to Private Data\)](#)

**Cross References:**

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: September 8, 2003  
Revised: January 27, 2020

Royalton School District Policy 401  
Reviewed: \_\_\_\_\_

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## 401 EQUAL EMPLOYMENT OPPORTUNITY

### I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and for all school district employees.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment, including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. Every school district employee shall be responsible for following this policy.
- E. Any person having a question regarding this policy should discuss it with \_\_\_\_\_ (specify, e.g., the Personnel Manager).

Deleted: **[Note: School districts are not required by statute to have a policy addressing these issues. However, the Equal Employment Opportunity Commission strongly encourages the adoption of a policy and will look for such a policy during accreditation visits, audits, or investigations.]** ¶

Deleted: **[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minn. Stat. § Minnesota Statutes section 363A.03, subdivision Subd. 44.]** ¶

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 2615 (Family and Medical Leave Act)  
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)  
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)  
42 U.S.C. § 2000e *et seq.* ([Equal Employment Opportunities](#); Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 405 (Veteran's Preference)  
MSBA/MASA Model Policy 413 (Harassment and Violence)

Adopted: December 11, 2006  
Revised: May 24, 2021

Royalton School District Policy 412  
Reviewed:

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## 412 EXPENSE REIMBURSEMENT

### I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

### II. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the supervising administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

### III. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board, which is the current federal rate at the time of travel. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

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### IV. AIRLINE TRAVEL CREDIT

- A. Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.
  - 1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.
  - 2. Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received. Reimbursement for airline travel expenses will not be made until such documentation is provided.
- B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.
- C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

### V. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

412-1

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

**Legal References:** Minn. Stat. § 15.435 (Airline Travel Credit)  
Minn. Stat. § 471.665 (Mileage Allowances)  
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)  
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)  
Minn. Op. Atty. Gen. 161B-12 (Jan. 24, 1989) (Operating Expenses of Car)

**Cross References:** MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)

Adopted: April 13, 2004  
Revised: July 16, 2018

Royalton School District Policy 502  
Reviewed: August 24, 2020

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

### I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

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

### II. GENERAL STATEMENT OF POLICY

#### A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

#### B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

#### C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

#### D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

### III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Personal possessions" includes, but is not limited to, purses, backpacks, bookbags, packages, and clothing.
- C. "Reasonable suspicion" means that a school official has grounds to believe that the

search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

#### **IV. PROCEDURES**

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger. [A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.](#)
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

#### **V. DIRECTIVES AND GUIDELINES**

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

#### **VI. SEIZURE OF CONTRABAND**

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

## **VII. VIOLATIONS**

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy [506](#), which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

**Legal References:** U. S. Const., amend. IV  
Minn. Const., art. I, § 10  
Minn. Stat. § 121A.72 (School Locker Policy)  
*New Jersey v. T.L.O.*, 469 U.S. 325 (1985)  
*G.C. v. Owensboro Public Schools*, 711 F.3d 623 (6<sup>th</sup> Cir. 2013)

**Cross References:** MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)  
MSBA/MASA Model Policy 501 (School Weapons)  
MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: September 21, 2017  
Revised: November 26, 2019

Royalton School District Policy 620  
Reviewed: \*

## 620 CREDIT FOR LEARNING

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to [Minnesota Statutes section 123B.445](#) or recognized by the Commissioner of the Minnesota Department of Education ([Commissioner](#)).
- B. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. "Commissioner" means the Commissioner of MDE.
- D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. "Online learning" is a form of digital learning delivered by an approved online learning provider.
- H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

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

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- I. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

**IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS**

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

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

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

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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.

**V. POST-SECONDARY ENROLLMENT CREDIT**

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

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obtained from the school district.

#### VI. CREDIT FROM ONLINE LEARNING COURSES

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

#### VII. ADVANCED ACADEMIC CREDIT

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

#### VIII. WEIGHTED GRADES

- A. [Royalton School District](#) does not offer weighted grades.

#### IX. PROCESS FOR AWARDING CREDIT

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

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

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**Deleted:** *[or]*

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

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

1.-> A grade awarded in an Advanced Placement course will be multiplied by a factor of \_\_\_\_ (i.e., 1.07).

2.-> A grade awarded in an Honors course will be multiplied by a factor of \_\_\_\_.

3.-> A grade awarded in a College In the Schools course will be multiplied by a factor of \_\_\_\_.

4.-> A grade awarded in a course taken through a Post-Secondary Enrollment Options program will be multiplied by a factor of \_\_\_\_.

5.-> A grade awarded in a course in a dual enrollment course will be multiplied by a factor of \_\_\_\_.

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

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

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

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

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

Adopted: September 23, 2019

Royalton School District Policy 613

Revised:

Reviewed:

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## 613 GRADUATION REQUIREMENTS

### I. PURPOSE

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

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### 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.

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### III. DEFINITIONS

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

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### IV. DISTRICT ASSESSMENT COORDINATOR

The District Assessment Coordinator shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

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Deleted: shall be named the District Assessment Coordinator. Said person

### 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:

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- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite

knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

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

## VI. GRADUATION CREDIT REQUIREMENTS

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

- A. ~~Four~~ credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. ~~Four~~ credits of mathematics ~~in the 2023 school year and three and one-half in the 2024 school year and later~~, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- D. Grad Year 2023:  
~~Four credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one credit physical science; (d) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;~~  
Grad Year 2024 and 2025  
~~Three and one-half~~ credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one credit physical science; (d) half an elective credit of science. The combination of credits must be sufficient to satisfy (i) all

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of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

Grad Year 2026 and Later:

Three and one-half credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one credit earth science; (d) half an elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

E. Four and one-half credits of social studies in the 2023, 2024 and 2025 school year and Four in the 2026 school year and later, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

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F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and

G. One-half credit of personal finance.

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H. A minimum of seven elective credits.

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I. Credit equivalencies

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

## VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

613-3

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

### **VIII. EARLY GRADUATION**

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

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

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)

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

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
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