



ROYALTON BOARD OF EDUCATION

Regular Meeting Agenda

September 14, 2026

6:00 PM

1. Call to Order

2. Pledge to Flag

3. Roll Call

4. Board Chair Comments

4.a. Swearing in of Board Member

5. Approval of Agenda

6. Appreciation, Recognition and Presentations

7. Recognition of Citizens for Input Purposes

8. Reports/News

8.a. Superintendent Report

8.b. Business Manager Report

8.c. Principal Report

8.d. Athletic Director

8.e. Community Education

9. Consent Agenda Approval

Description: **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.*

9.a. Approval of Regular Board Meeting Minutes

9.b. Claims, Accounts and Financial

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

9.c. MOA for E-Learning Days

9.d. Approval of Leah Roske as District Assessment Coordinator

9.e. MOA for Community Education Coordinator

9.f. Approval of Personnel Changes

9.g. Approval of Final Policy Reading

Description: *427: Workload Limits For Certain Special Education Teachers*

532: Use of Peace Officers and Crisis Teams...

625: Responsible Use of Artificial Intelligence

10. Discussion/Information/Action Items

10.a. 2027 Levy Certification

10.b. Discussion/Approval of Occasional Duties Pay Scales

10.c. Approval of Donations by Resolution

10.d. Policy Reading

10.d.1. First Policy Reading

Description: *524: Internet, Technology and Cell Phone*

601: School District Curriculum

616: School District Accountability

10.d.2.Second Policy Reading

Description: 709: Student Transportation Safety Policy

10.e.Nominations for Treasurer/Finance Committee Member

11.Upcoming Meeting Schedule

12.Adjournment



School Board Member Oath of Office

It is an honor that you were elected to guide the education of our community's children. As you recite the oath of office, you assume a tremendous responsibility as a director of our school district with the duties empowered by the Minnesota Legislature. This power puts you and the other members of our school board in the position of being both morally and legally responsible for equitable, quality education of every student in the district.

In carrying out this responsibility, you will be asked to fulfill the roles of vision, structure, accountability, and advocacy. In providing vision, the board, with extensive participation of the community, envisions the community's educational future and then formulates the goals, defines the outcomes, and sets the course for the public schools.

To achieve the vision, the board establishes a structure and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework.

Because as a board we must be accountable to the community, we must ensure a continuous assessment of student achievement and all conditions affecting the education of our children.

As board members, we serve as education's key advocate on behalf of students and our community schools to advance the vision for our schools.

Furthermore, we must strive to work together with the superintendent and staff to lead the district toward fulfilling the vision we have created, fostering excellence for every student in the areas of academic skills and knowledge, citizenship and personal development.

Having signed the acceptance of office and oath of office, I hereby publicly affirm my commitment to the oath of office:

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. (485) to the best of my judgment and ability.

Board Chair

Date

Member

Date



**Royalton Public Schools
District 0485-01
Royalton, MN**

Financial Report

June 2026 - Preliminary

**Royalton Public Schools
Royalton, MN
Balance Sheet
June 30, 2026**

	Audited Balance July 1, 2025	Balance at End of the Month
Assets		
101 Cash	\$ 4,660,482	\$ 4,319,055
110 Property Tax Receivable	1,396,255	1,401,801
115 Accounts receivable	952	3,859
120 Due from Other MN Districts	117,314	-
121 Due from MN Department of Education	1,013,633	1,210,595
122 Federal aids due from MDE	144,591	69,080
125 Due from Other Government Agencies	-	1,091
130 Inventory	3,305	5,549
131 Prepaid expenses and deposits	40,250	134,030
139 Lease Receivable	13,935	-
Total all assets	<u>\$ 7,390,716</u>	<u>\$ 7,145,060</u>
Liabilities and Fund Balance		
Current liabilities		
201 Salaries and wages payable	\$ 482,042	\$ 460,193
206 Accounts payable	218,364	208,367
210.212 Due to Other Mn Districts, Gov't	41,366	-
215 Payroll deductions and contributions	417,841	485,803
23x Deferred Prop Tax	2,549,931	2,538,370
Total liabilities	<u>\$ 3,709,544</u>	<u>\$ 3,692,733</u>
Fund balance		
Fund balance July 1st	\$ 3,681,172	3,681,172
Net income to date	-	(228,844)
Total fund balance	<u>3,681,172</u>	<u>3,452,328</u>
Total liabilities and fund balance	<u>\$ 7,390,716</u>	<u>\$ 7,145,060</u>

Royalton Public Schools
Royalton, MN
Statement of Revenue and Expenditures
June 30, 2026

				100%	
		Approved Budget	Revised Budget	Year to Date Activity	% of Budget
K-12		916.00	904.43	902.50	99.8%
Total All Funds					
Revenues					
State Revenues	\$	11,790,155	\$ 11,618,604	\$ 11,461,317	98.7%
Federal Revenues		164,000	156,831	135,466	86.4%
Local Revenues		423,252	547,629	609,074	111.2%
Food Service Revenues		815,700	794,094	796,085	100.3%
Community Service Revenues		516,030	529,109	548,571	103.7%
Debt Service Revenues		2,156,280	1,934,422	1,939,073	100.2%
Total Revenues	\$	15,865,417	\$ 15,580,688	\$ 15,489,585	99.4%
		15,865,417	15,580,688	15,489,585	
Expenditures					
Salaries and Wages	\$	6,387,996	\$ 6,465,944	\$ 6,589,856	101.9%
Employee Benefits		2,048,744	2,071,698	1,973,994	95.3%
Purchased Services		1,779,135	1,678,149	1,717,078	102.3%
Supplies and Materials		495,630	524,101	536,162	102.3%
Equipment		372,000	373,766	348,538	93.3%
Dues and Memberships; Other Fees		810,969	898,014	879,231	97.9%
Grant Expenditures		239,305	312,208	295,978	94.8%
Food Service Expenditures		802,544	817,880	858,008	104.9%
Community Service Expenditures		493,007	618,255	555,854	89.9%
Debt Service Expenditures		1,964,281	1,964,280	1,963,730	100.0%
Total Expenditures	\$	15,393,611	\$ 15,724,295	\$ 15,718,429	100.0%
		15,393,611	15,724,295	15,718,429	
Change in Fund Balance, All Funds	\$	471,806	\$ (143,607)	\$ (228,844)	
Beginning Fund Balance	\$	3,681,172	\$ 3,681,172		
Ending Fund Balance	\$	4,152,978	\$ 3,537,565		
Fund Balance % of Expenditures		27.0%	22.5%		

Royalton Public Schools
Royalton, MN
Statement of Revenue and Expenditures
June 30, 2026

				100%
	Approved Budget	Revised Budget	Year to Date Activity	% of Budget
General Fund - 01				
Revenues				
State revenues				
211 General Education Aid	\$ 8,661,661	\$ 8,483,317	8,324,062	98.1%
201 Endowment Fund Apportionment	58,000	69,445	69,445	100.0%
312 Literacy Incentive Aid	49,741	49,564	49,564	100.0%
317 Long Term Facilities Maintenance Revenue	121,693	120,143	122,956	102.3%
360 Special Education & ADSIS Aid	1,764,620	1,742,990	1,532,708	87.9%
343 School Library Aid	40,000	19,805	19,794	99.9%
373 Student Support Personnel Aid	80,000	80,000	55,739	69.7%
369 Other State Aid (Hrly Unemployment)	141,500	137,904	177,294	128.6%
370 Other State Aids	7,150	50,678	57,078	112.6%
380 CTE	16,455	1,416	1,416	100.0%
001 Levy	849,335	863,343	890,078	103.1%
Prior Year Adjustments		-	161,184	0.0%
Estimated State Holdback Amount			-	N/A
Total State Revenues	\$ 11,790,155	\$ 11,618,604	\$ 11,461,317	98.7%
Federal Revenues				
401 Title I	\$ 104,000	\$ 94,262	\$ 84,784	89.9%
619 and 620 Federal Special Ed	60,000	54,000	42,000	77.8%
628 Perkins	-	4,644	4,758	102.5%
Prior Year Adjustments		3,924	3,924	100.0%
Total Federal Revenues	\$ 164,000	\$ 156,831	\$ 135,466	86.4%
Local Revenues				
021 Tuition from MN Districts	\$ 1,440	\$ 1,440	1,048	72.8%
071 Medical Assistance	20,000	7,278	1,302	17.9%
092 Interest Earnings	150,000	150,000	115,153	76.8%
093 Rent	-	500	357	71.4%
096 Donations	8,500	13,110	39,286	299.7%
099 Other Revenues	41,140	55,000	52,325	95.1%
E-Rate		14,301	19,629	137.3%
Athletic Revenues PRG 292-298	66,445	130,000	147,045	113.1%
FD 08 Scholarship Revenues	10,550	16,000	25,750	160.9%
FD 12 Student Activity Revenues	125,177	160,000	203,273	127.1%
Total Local Revenues	\$ 423,252	\$ 547,629	\$ 609,074	111.2%
Total Revenues	\$ 12,377,407	\$ 12,323,063	\$ 12,205,857	99.1%

Royalton Public Schools
Royalton, MN
Statement of Revenue and Expenditures
June 30, 2026

	100%			
	Approved Budget	Revised Budget	Year to Date Activity	% of Budget
Expenditures				
100 Salaries and Wages	\$ 5,334,018	\$ 5,362,120	5,545,770	103.4%
200 Employee Benefits	1,759,386	1,768,655	1,753,830	99.2%
Salary and Benefit Accrual (estimated)			-	N/A
Total Salaries and Benefits	7,093,404	7,130,775	7,299,599	102.4%
305 Contracted Services	653,845	616,202	570,941	92.7%
320 Communications Services	25,750	21,984	22,011	100.1%
329 Postage	5,052	5,052	5,768	114.2%
330 Utilities	334,500	330,609	348,609	105.4%
335 Short Term Leases	4,500	6,000	8,747	145.8%
340 Property and Liability Insurance	140,000	139,885	140,082	100.1%
350 Repairs and Maintenance Costs	120,200	125,602	145,110	115.5%
366 Travel, Conferences, and Staff Training	11,450	10,148	11,554	113.9%
369 Field Trips inc. transportation	3,750	3,750	5,367	143.1%
810-401 Supplies - Maintenance	115,000	115,000	119,962	104.3%
401 Supplies - Non Instructional	48,505	48,505	54,385	112.1%
405 Non-Instructional Software and License Fees	40,000	40,000	37,878	94.7%
406 Instructional Software License Agreements	62,000	70,000	66,205	94.6%
430 Instructional Supplies	102,800	106,800	88,954	83.3%
440 Fuels	78,500	75,000	89,053	118.7%
460 Textbooks/Curriculum	40,000	54,417	57,777	106.2%
470 Library Materials	1,000	4,610	4,802	104.2%
530 Equipment Purchased	52,000	21,300	28,665	134.6%
548 Pupil Transportation Vehicles	140,000	138,680	138,677	100.0%
555 Technology Equipment	155,000	188,559	166,603	88.4%
560 Technology Leases	25,000	25,227	14,593	57.9%
820 Dues and Memberships	45,290	51,486	52,345	101.7%
FIN 316 Staff Development	145,192	145,700	138,606	95.1%
FIN 343 School Library Aid	41,000	26,631	26,620	100.0%
FIN 372 Third Party Billing	825	825	11,977	1451.8%
FIN 373 Student Support Expenditures	32,960	80,000	55,739	69.7%
PRG 292-298 Athletic	480,514	520,424	530,131	101.9%
PRG 422 ADSIS		159,302	164,436	103.2%
FIN 740 State Special Education Programs Expenditures				
100 Salaries and Wages	\$ 1,053,978	\$ 1,103,824	1,044,087	94.6%
200 Benefits	289,358	303,042	220,164	72.7%
Salary and Benefit Accrual (estimated)			-	N/A
Total Salaries and Benefits	1,343,336	1,406,866	1,264,251	89.9%
394 Contracted Services	403,300	343,299	358,721	104.5%
433 Supplies	7,000	8,944	5,169	57.8%
360 Special Ed/Homeless Transportation	76,788	75,617	100,168	132.5%
FIN 401 Title I Expenditures	203,870	94,262	84,784	89.9%
FIN 414 Title II Expenditures	35,435	-	-	0.0%
FIN 619 Federal Special Education Program	-	54,000	42,000	77.8%
FIN 628 Perkins		4,644	4,758	102.5%
Chargebacks	(63,242)	(56,746)	(104,490)	184.1%
FD 08 Scholarships	14,935	16,200	17,200	106.2%
FD 12 Student Activity Expenditures	114,320	114,320	163,081	142.7%
Total Expenditures	\$ 12,133,779	\$ 12,323,880	\$ 12,340,837	100.1%

This financial report is prepared in a modified format in that they exclude footnotes and required supplementary information in order to be considered a full set of financial statements. The excluded portions will be included in the School's fiscal year end financial statements. Creative Planning is not a licensed CPA firm and no CPA provides any assurance on this financial report.

Royalton Public Schools
Royalton, MN
Statement of Revenue and Expenditures
June 30, 2026

100%

Approved Budget	Revised Budget	Year to Date Activity	% of Budget
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General Fund - 01 Summary

Revenues

State Revenues	\$ 11,790,155	\$ 11,618,604	\$ 11,461,317	98.7%
Federal Revenues	164,000	156,831	135,466	86.4%
Local Revenues	423,252	547,629	609,074	111.2%
Total Revenues	\$ 12,377,407	\$ 12,323,063	\$ 12,205,857	99.1%

12,377,407 12,323,063 12,205,857

Expenditures

Salaries & Benefits	\$ 7,093,404	\$ 7,130,775	\$ 7,299,599	102.4%
Purchased Services	1,299,047	1,259,233	1,258,189	99.9%
Supplies and Materials	488,630	515,157	530,993	103.1%
Equipment	372,000	373,766	348,538	93.3%
Dues and Memberships; Other Fees	810,969	898,014	879,231	97.9%
Grant Expenditures	2,069,729	2,146,934	2,024,286	94.3%
Total Expenditures	\$ 12,133,779	\$ 12,323,880	\$ 12,340,837	100.1%

12,133,779 12,323,880 12,340,837

Net effect of Operations, General Fund	\$ 243,628	\$ (817)	\$ (134,980)	
Change in Fund Balance, General Fund	\$ 243,628	\$ (817)	\$ (134,980)	
Beginning Fund Balance	\$ 2,637,492	\$ 2,637,492		
Ending Fund Balance	\$ 2,881,120	\$ 2,636,675		

Fund Balance % of Expenditures 24%

Food Services Fund - 02

Revenues

State Revenues	\$ 421,050	\$ 446,694	447,514	100.2%
Federal Revenues	301,650	269,570	266,710	98.9%
Commodities	55,000	49,830	61,422	123.3%
Sale of Lunches and Other Local Revenues	38,000	28,000	20,439	73.0%
Total Revenues	\$ 815,700	\$ 794,094	\$ 796,085	100.3%

Expenditures

100.200 Salaries & Benefits	\$ 352,213	\$ 354,665	337,991	95.3%
300 Purchased Services	6,180	18,000	14,821	82.3%
400 Food, Milk, and supplies	320,275	329,766	360,282	109.3%
491 Commodities	55,000	49,830	61,422	123.3%
530 Equipment	5,150	6,850	6,849	100.0%
820 Dues & Membership	1,926	2,022	2,021	100.0%
895 Chargeback	61,800	56,746	74,622	131.5%
Total Expenditures	\$ 802,544	\$ 817,880	\$ 858,008	104.9%

Net effect of Operations, Food Service	\$ 13,156	\$ (23,786)	\$ (61,923)	
Change in Fund Balance, Food Service Fund	\$ 13,156	\$ (23,786)	\$ (61,923)	
Beginning Fund Balance	\$ 181,125	\$ 181,125		
Ending Fund Balance	\$ 194,281	\$ 157,339		

Royalton Public Schools
Royalton, MN
Statement of Revenue and Expenditures
June 30, 2026

	100%			
	Approved Budget	Revised Budget	Year to Date Activity	% of Budget
Community Service Fund - 04				
Revenues				
Levy	\$ 38,200	\$ 37,876	39,786	105.0%
State Aids	95,806	108,923	96,700	88.8%
Tuition From Patrons	382,024	382,310	412,084	107.8%
Total Revenues	\$ 516,030	\$ 529,109	\$ 548,571	103.7%
Expenditures				
Salaries & Benefits	\$ 429,257	\$ 555,295	508,275	91.5%
Purchased Services	45,500	39,100	19,806	50.7%
Supplies	18,250	23,075	26,989	117.0%
Dues and Memberships	-	785	784	99.9%
Total Expenditures	\$ 493,007	\$ 618,255	\$ 555,854	89.9%
Net effect of Operations, Community Service Fu	\$ 23,023	\$ (89,147)	\$ (7,283)	
Change in Fund Balance, Community Service Fui	\$ 23,023	\$ (89,147)	\$ (7,283)	
Beginning Fund Balance	\$ 423,544	\$ 423,544	\$ -	
Ending Fund Balance	\$ 446,567	\$ 334,397	\$ -	
Debt Service Fund - 07				
Revenues				
Levy	\$ 1,389,829	\$ 1,409,136	1,442,001	102.3%
State Aids	766,451	525,287	497,071	94.6%
Total Revenues	\$ 2,156,280	\$ 1,934,422	\$ 1,939,073	100.2%
Expenditures				
710 Bond Principal	\$ 1,025,000	\$ 1,025,000	1,025,000	100.0%
720 Bond Interest	938,256	938,255	938,255	100.0%
790 Other Debt Service Exp	1,025	1,025	475	46.3%
Total Expenditures	\$ 1,964,281	\$ 1,964,280	\$ 1,963,730	100.0%
Net effect of Operations, Debt Service Fund	\$ 191,999	\$ (29,857)	\$ (24,657)	
Transfer in from General Fund	\$ -	\$ -		
Change in Fund Balance, Debt Service Fund	\$ 191,999	\$ (29,857)	\$ (24,657)	
Beginning Fund Balance	\$ 439,016	\$ 439,016	\$ -	
Ending Fund Balance	\$ 631,015	\$ 409,158	\$ -	

Regular Meeting

Monday, August 10, 2026 6:00 PM

High School Media Center, Enter Door #7, 120 South Hawthorn Street, Royalton, MN 56373

1. **Call to Order**

2. **Pledge to Flag**

3. **Roll Call**

4. **Board Chair Comments**

5. **Approval of Agenda**

Action(s) :

Approve Agenda as Amended. This motion, made by Ellie Holm and seconded by Randy Hackett, Passed.

Voting Detail:

Andres: Yea

Boyd: Yea

Hackett: Yea

Hofstad: Yea

Holm: Yea

Traut: Yea

Voting Summary: Yea: 6, Nay: 0

Discussion: Amend agenda to include 9I: Community Education Coordinator Contract and 9J: Principal's MOU.

6. **Appreciation, Recognition and Presentations**

7. **Recognition of Citizens for Input Purposes**

8. **Reports/News**

8.a. Superintendent Report

8.a.1. SRO Introduction

8.a.2. Average Daily Membership (ADM)

8.a.3. AI Guidelines

8.a.4. Community Ed Update

8.a.5. Workshop Speaker

8.a.6. Elementary Staffing

8.b. Principal Report

8.b.1. Swenson-Code of Conduct Update

8.b.2. Swenson-PSEO Update

8.b.3. Swenson-Credit Recovery Update

8.c. Athletic Director

8.c.1. Activities Update

9. **Consent Agenda Approval**

Description: *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 Ellie Holm and seconded by Jon Andres, Passed.

Voting Detail:

Andres: Yea

Boyd: Yea

Hackett: Yea

Hofstad: Yea

Holm: Yea

Traut: Yea

Voting Summary: Yea: 6, Nay: 0

9.a. Approval of Regular Board Meeting Minutes

9.b. Claims, Accounts and Financial

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

9.c. Approval of Personnel Changes

9.d. Approval of Milk and Bread Bids

9.e. Approval of Choir/Band 2026 Fundraiser Proposal

9.f. Approval of 2026-2027 Student Handbooks

9.g. Maria Traut Board Resignation

9.h. Approval of MREA Membership

10. Discussion/Information/Action Items

10.a. Discussion/Action on Open Board Seat Plan

10.b. Discussion of MSHSL Amendment for Equal Protection and Fair Competition

Action(s):

Motion to support the MSHSL Amendment For Equal Protection and fair competition and writing a letter in support of signed by the entire Board. This motion, made by Lucas Boyd and seconded by Randy Hackett, Passed.

Voting Detail:

Andres: Yea

Boyd: Yea

Hackett: Yea

Hofstad: Yea

Holm: Yea

Traut: Yea

Voting Summary: Yea: 6, Nay: 0

Discussion: Website with Information

10.c. Approval of Donations by Resolution

Action(s):

Motion to approve donations by resolution. This motion, made by Maria Traut and seconded by Lucas Boyd, Passed.

Voting Detail:

Andres: Yea

Boyd: Yea

Hackett: Yea

Hofstad: Yea

Holm: Yea

Traut: Yea

Voting Summary: Yea: 6, Nay: 0

10.d. Policy Reading

10.d.1. First Policy Reading

10.d.1.a. 427: Workload Limits for SPED Teachers

10.d.1.b. 532: Use of Peace Officers and Crisis...

10.d.1.c. 709: Student Transportation Safety

10.d.2. Second Policy Reading

10.d.2.a. 625: Responsible Use of Artificial Intelligence

11. Upcoming Meeting Schedule

Description:

Meeting	Location	Date	Time
Policy	DO Conf Room	August 26	2pm

Finance	Virtual	August 26	12pm
Regular Board	MS/HS Media Center	September 14	6pm

12. **Adjournment**

Action(s) :

The meeting was adjourned at ____ 7:08 PM ____ . This motion, made by Maria Traut and seconded by Randy Hackett, Passed.

Voting Detail:

Andres: Yea

Boyd: Yea

Hackett: Yea

Hofstad: Yea

Holm: Yea

Traut: Yea

Voting Summary: Yea: 6, Nay: 0

Board Secretary



**Royalton Public Schools
District 0485-01
Royalton, MN**

Financial Report

June 2026 - Preliminary

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Royalton, MN
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June 30, 2026**

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121 Due from MN Department of Education	1,013,633	1,210,595
122 Federal aids due from MDE	144,591	69,080
125 Due from Other Government Agencies	-	1,091
130 Inventory	3,305	5,549
131 Prepaid expenses and deposits	40,250	134,030
139 Lease Receivable	13,935	-
Total all assets	\$ 7,390,716	\$ 7,145,060
Liabilities and Fund Balance		
Current liabilities		
201 Salaries and wages payable	\$ 482,042	\$ 460,193
206 Accounts payable	218,364	208,367
210.212 Due to Other Mn Districts, Gov't	41,366	-
215 Payroll deductions and contributions	417,841	485,803
23x Deferred Prop Tax	2,549,931	2,538,370
Total liabilities	\$ 3,709,544	\$ 3,692,733
Fund balance		
Fund balance July 1st	\$ 3,681,172	3,681,172
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Total liabilities and fund balance	\$ 7,390,716	\$ 7,145,060

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Royalton, MN
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Federal Revenues		164,000	156,831	135,466	86.4%
Local Revenues		423,252	547,629	609,074	111.2%
Food Service Revenues		815,700	794,094	796,085	100.3%
Community Service Revenues		516,030	529,109	548,571	103.7%
Debt Service Revenues		2,156,280	1,934,422	1,939,073	100.2%
Total Revenues	\$	15,865,417	\$ 15,580,688	\$ 15,489,585	99.4%
		15,865,417	15,580,688	15,489,585	
Expenditures					
Salaries and Wages	\$	6,387,996	\$ 6,465,944	\$ 6,589,856	101.9%
Employee Benefits		2,048,744	2,071,698	1,973,994	95.3%
Purchased Services		1,779,135	1,678,149	1,717,078	102.3%
Supplies and Materials		495,630	524,101	536,162	102.3%
Equipment		372,000	373,766	348,538	93.3%
Dues and Memberships; Other Fees		810,969	898,014	879,231	97.9%
Grant Expenditures		239,305	312,208	295,978	94.8%
Food Service Expenditures		802,544	817,880	858,008	104.9%
Community Service Expenditures		493,007	618,255	555,854	89.9%
Debt Service Expenditures		1,964,281	1,964,280	1,963,730	100.0%
Total Expenditures	\$	15,393,611	\$ 15,724,295	\$ 15,718,429	100.0%
		15,393,611	15,724,295	15,718,429	
Change in Fund Balance, All Funds	\$	471,806	\$ (143,607)	\$ (228,844)	
Beginning Fund Balance	\$	3,681,172	\$ 3,681,172		
Ending Fund Balance	\$	4,152,978	\$ 3,537,565		
Fund Balance % of Expenditures		27.0%	22.5%		

Royalton Public Schools
Royalton, MN
Statement of Revenue and Expenditures
June 30, 2026

				100%
	Approved Budget	Revised Budget	Year to Date Activity	% of Budget
General Fund - 01				
Revenues				
State revenues				
211 General Education Aid	\$ 8,661,661	\$ 8,483,317	8,324,062	98.1%
201 Endowment Fund Apportionment	58,000	69,445	69,445	100.0%
312 Literacy Incentive Aid	49,741	49,564	49,564	100.0%
317 Long Term Facilities Maintenance Revenue	121,693	120,143	122,956	102.3%
360 Special Education & ADSIS Aid	1,764,620	1,742,990	1,532,708	87.9%
343 School Library Aid	40,000	19,805	19,794	99.9%
373 Student Support Personnel Aid	80,000	80,000	55,739	69.7%
369 Other State Aid (Hrly Unemployment)	141,500	137,904	177,294	128.6%
370 Other State Aids	7,150	50,678	57,078	112.6%
380 CTE	16,455	1,416	1,416	100.0%
001 Levy	849,335	863,343	890,078	103.1%
Prior Year Adjustments		-	161,184	0.0%
Estimated State Holdback Amount			-	N/A
Total State Revenues	\$ 11,790,155	\$ 11,618,604	\$ 11,461,317	98.7%
Federal Revenues				
401 Title I	\$ 104,000	\$ 94,262	\$ 84,784	89.9%
619 and 620 Federal Special Ed	60,000	54,000	42,000	77.8%
628 Perkins	-	4,644	4,758	102.5%
Prior Year Adjustments		3,924	3,924	100.0%
Total Federal Revenues	\$ 164,000	\$ 156,831	\$ 135,466	86.4%
Local Revenues				
021 Tuition from MN Districts	\$ 1,440	\$ 1,440	1,048	72.8%
071 Medical Assistance	20,000	7,278	1,302	17.9%
092 Interest Earnings	150,000	150,000	115,153	76.8%
093 Rent	-	500	357	71.4%
096 Donations	8,500	13,110	39,286	299.7%
099 Other Revenues	41,140	55,000	52,325	95.1%
E-Rate		14,301	19,629	137.3%
Athletic Revenues PRG 292-298	66,445	130,000	147,045	113.1%
FD 08 Scholarship Revenues	10,550	16,000	25,750	160.9%
FD 12 Student Activity Revenues	125,177	160,000	203,273	127.1%
Total Local Revenues	\$ 423,252	\$ 547,629	\$ 609,074	111.2%
Total Revenues	\$ 12,377,407	\$ 12,323,063	\$ 12,205,857	99.1%

Royalton Public Schools
Royalton, MN
Statement of Revenue and Expenditures
June 30, 2026

	100%			
	Approved Budget	Revised Budget	Year to Date Activity	% of Budget
Expenditures				
100 Salaries and Wages	\$ 5,334,018	\$ 5,362,120	5,545,770	103.4%
200 Employee Benefits	1,759,386	1,768,655	1,753,830	99.2%
Salary and Benefit Accrual (estimated)			-	N/A
Total Salaries and Benefits	7,093,404	7,130,775	7,299,599	102.4%
305 Contracted Services	653,845	616,202	570,941	92.7%
320 Communications Services	25,750	21,984	22,011	100.1%
329 Postage	5,052	5,052	5,768	114.2%
330 Utilities	334,500	330,609	348,609	105.4%
335 Short Term Leases	4,500	6,000	8,747	145.8%
340 Property and Liability Insurance	140,000	139,885	140,082	100.1%
350 Repairs and Maintenance Costs	120,200	125,602	145,110	115.5%
366 Travel, Conferences, and Staff Training	11,450	10,148	11,554	113.9%
369 Field Trips inc. transportation	3,750	3,750	5,367	143.1%
810-401 Supplies - Maintenance	115,000	115,000	119,962	104.3%
401 Supplies - Non Instructional	48,505	48,505	54,385	112.1%
405 Non-Instructional Software and License Fees	40,000	40,000	37,878	94.7%
406 Instructional Software License Agreements	62,000	70,000	66,205	94.6%
430 Instructional Supplies	102,800	106,800	88,954	83.3%
440 Fuels	78,500	75,000	89,053	118.7%
460 Textbooks/Curriculum	40,000	54,417	57,777	106.2%
470 Library Materials	1,000	4,610	4,802	104.2%
530 Equipment Purchased	52,000	21,300	28,665	134.6%
548 Pupil Transportation Vehicles	140,000	138,680	138,677	100.0%
555 Technology Equipment	155,000	188,559	166,603	88.4%
560 Technology Leases	25,000	25,227	14,593	57.9%
820 Dues and Memberships	45,290	51,486	52,345	101.7%
FIN 316 Staff Development	145,192	145,700	138,606	95.1%
FIN 343 School Library Aid	41,000	26,631	26,620	100.0%
FIN 372 Third Party Billing	825	825	11,977	1451.8%
FIN 373 Student Support Expenditures	32,960	80,000	55,739	69.7%
PRG 292-298 Athletic	480,514	520,424	530,131	101.9%
PRG 422 ADSIS		159,302	164,436	103.2%
FIN 740 State Special Education Programs Expenditures				
100 Salaries and Wages	\$ 1,053,978	\$ 1,103,824	1,044,087	94.6%
200 Benefits	289,358	303,042	220,164	72.7%
Salary and Benefit Accrual (estimated)			-	N/A
Total Salaries and Benefits	1,343,336	1,406,866	1,264,251	89.9%
394 Contracted Services	403,300	343,299	358,721	104.5%
433 Supplies	7,000	8,944	5,169	57.8%
360 Special Ed/Homeless Transportation	76,788	75,617	100,168	132.5%
FIN 401 Title I Expenditures	203,870	94,262	84,784	89.9%
FIN 414 Title II Expenditures	35,435	-	-	0.0%
FIN 619 Federal Special Education Program	-	54,000	42,000	77.8%
FIN 628 Perkins		4,644	4,758	102.5%
Chargebacks	(63,242)	(56,746)	(104,490)	184.1%
FD 08 Scholarships	14,935	16,200	17,200	106.2%
FD 12 Student Activity Expenditures	114,320	114,320	163,081	142.7%
Total Expenditures	\$ 12,133,779	\$ 12,323,880	\$ 12,340,837	100.1%

This financial report is prepared in a modified format in that they exclude footnotes and required supplementary information in order to be considered a full set of financial statements. The excluded portions will be included in the School's fiscal year end financial statements. Creative Planning is not a licensed CPA firm and no CPA provides any assurance on this financial report.

Royalton Public Schools
Royalton, MN
Statement of Revenue and Expenditures
June 30, 2026

100%

Approved Budget	Revised Budget	Year to Date Activity	% of Budget
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General Fund - 01 Summary

Revenues

State Revenues	\$ 11,790,155	\$ 11,618,604	\$ 11,461,317	98.7%
Federal Revenues	164,000	156,831	135,466	86.4%
Local Revenues	423,252	547,629	609,074	111.2%
Total Revenues	\$ 12,377,407	\$ 12,323,063	\$ 12,205,857	99.1%

12,377,407 12,323,063 12,205,857

Expenditures

Salaries & Benefits	\$ 7,093,404	\$ 7,130,775	\$ 7,299,599	102.4%
Purchased Services	1,299,047	1,259,233	1,258,189	99.9%
Supplies and Materials	488,630	515,157	530,993	103.1%
Equipment	372,000	373,766	348,538	93.3%
Dues and Memberships; Other Fees	810,969	898,014	879,231	97.9%
Grant Expenditures	2,069,729	2,146,934	2,024,286	94.3%
Total Expenditures	\$ 12,133,779	\$ 12,323,880	\$ 12,340,837	100.1%

12,133,779 12,323,880 12,340,837

Net effect of Operations, General Fund	\$ 243,628	\$ (817)	\$ (134,980)	
Change in Fund Balance, General Fund	\$ 243,628	\$ (817)	\$ (134,980)	
Beginning Fund Balance	\$ 2,637,492	\$ 2,637,492		
Ending Fund Balance	\$ 2,881,120	\$ 2,636,675		

Fund Balance % of Expenditures 24%

Food Services Fund - 02

Revenues

State Revenues	\$ 421,050	\$ 446,694	447,514	100.2%
Federal Revenues	301,650	269,570	266,710	98.9%
Commodities	55,000	49,830	61,422	123.3%
Sale of Lunches and Other Local Revenues	38,000	28,000	20,439	73.0%
Total Revenues	\$ 815,700	\$ 794,094	\$ 796,085	100.3%

Expenditures

100.200 Salaries & Benefits	\$ 352,213	\$ 354,665	337,991	95.3%
300 Purchased Services	6,180	18,000	14,821	82.3%
400 Food, Milk, and supplies	320,275	329,766	360,282	109.3%
491 Commodities	55,000	49,830	61,422	123.3%
530 Equipment	5,150	6,850	6,849	100.0%
820 Dues & Membership	1,926	2,022	2,021	100.0%
895 Chargeback	61,800	56,746	74,622	131.5%
Total Expenditures	\$ 802,544	\$ 817,880	\$ 858,008	104.9%

Net effect of Operations, Food Service	\$ 13,156	\$ (23,786)	\$ (61,923)	
Change in Fund Balance, Food Service Fund	\$ 13,156	\$ (23,786)	\$ (61,923)	
Beginning Fund Balance	\$ 181,125	\$ 181,125		
Ending Fund Balance	\$ 194,281	\$ 157,339		

Royalton Public Schools
Royalton, MN
Statement of Revenue and Expenditures
June 30, 2026

	100%			
	Approved Budget	Revised Budget	Year to Date Activity	% of Budget
Community Service Fund - 04				
Revenues				
Levy	\$ 38,200	\$ 37,876	39,786	105.0%
State Aids	95,806	108,923	96,700	88.8%
Tuition From Patrons	382,024	382,310	412,084	107.8%
Total Revenues	\$ 516,030	\$ 529,109	\$ 548,571	103.7%
Expenditures				
Salaries & Benefits	\$ 429,257	\$ 555,295	508,275	91.5%
Purchased Services	45,500	39,100	19,806	50.7%
Supplies	18,250	23,075	26,989	117.0%
Dues and Memberships	-	785	784	99.9%
Total Expenditures	\$ 493,007	\$ 618,255	\$ 555,854	89.9%
Net effect of Operations, Community Service Fu	\$ 23,023	\$ (89,147)	\$ (7,283)	
Change in Fund Balance, Community Service Fui	\$ 23,023	\$ (89,147)	\$ (7,283)	
Beginning Fund Balance	\$ 423,544	\$ 423,544	\$ -	
Ending Fund Balance	\$ 446,567	\$ 334,397	\$ -	
Debt Service Fund - 07				
Revenues				
Levy	\$ 1,389,829	\$ 1,409,136	1,442,001	102.3%
State Aids	766,451	525,287	497,071	94.6%
Total Revenues	\$ 2,156,280	\$ 1,934,422	\$ 1,939,073	100.2%
Expenditures				
710 Bond Principal	\$ 1,025,000	\$ 1,025,000	1,025,000	100.0%
720 Bond Interest	938,256	938,255	938,255	100.0%
790 Other Debt Service Exp	1,025	1,025	475	46.3%
Total Expenditures	\$ 1,964,281	\$ 1,964,280	\$ 1,963,730	100.0%
Net effect of Operations, Debt Service Fund	\$ 191,999	\$ (29,857)	\$ (24,657)	
Transfer in from General Fund	\$ -	\$ -		
Change in Fund Balance, Debt Service Fund	\$ 191,999	\$ (29,857)	\$ (24,657)	
Beginning Fund Balance	\$ 439,016	\$ 439,016	\$ -	
Ending Fund Balance	\$ 631,015	\$ 409,158	\$ -	

Memorandum of Agreement: E-Learning Days

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

WHEREAS, the Union and the District are parties to a collective bargaining agreement (“CBA”) governing the terms and conditions of employment for teachers employed by the District, pursuant to the Public Employment Labor Relations Act (“PELRA”), Minn. Stat. §179A.01.

WHEREAS, during the 2026-2027 school year, the Union and District have both agreed to allow for e-learning days as allowed in MN State Statute 120A.414;

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

Now, THEREFORE, IN CONSIDERATION OF the mutual promises contained herein and other consideration, the sufficiency of which is acknowledged, the parties agree as follows:

1. **TERM.** The MOA will automatically expire and terminate on June 30, 2027. The MOA may be extended beyond this date , with mutual agreement between the Union and District.
2. **DECLARATION OF E-LEARNING DAYS.** In the event of inclement weather, the Superintendent can call for an e-learning day. The first inclement weather day will be a snow day with the calling of a teacher professional development day at the discretion of the Superintendent.

Upon the calling of an e-learning day, the formal notification by the Superintendent will alert principals, staff and families of an e-learning day no later than 5:00am the day of the e-learning day. Teachers will be available to students and parents either by phone or email during the school day.

3. **ENTIRE AGREEMENT.** No changes to this MOA are valid unless they are in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have executed this MOU as follows:

FOR: The DISTRICT Signed this _____ day of _____

School Board Chair

FOR: The EXCLUSIVE REPRESENTATIVE Signed this _____ day of _____

REM Union President



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

August 19, 2026

Dear Leah Roske,

Upon recommendation from the Superintendent, I would like to extend the following employment offer.

Position: District Assessment Coordinator

Employment Dates: 2026-2027 School Year

Stipend: \$5,000

Your Supervisor: Wayne LePard, Superintendent

I accept the offer of employment and the terms set above. I understand that my employment for this position with Royalton Public Schools is considered at will, meaning that this district may terminate this employment relationship at any time with or without cause or notice.

Candidate Signature: 

Candidate Printed Name: Leah Roske Date: 8-19-26

Memorandum of Agreement

This Agreement is entered into between Kayla Dancer (Employee), Community Education Coordinator and Independent School District No. 485.

WHEREAS, Independent School District No. 485, Royalton, and Kayla Dancer agree to the following Memorandum of Understanding (MOU) to the 2026-2028 Community Education Coordinator Contract:

Article VI, Section 3. Health Savings Account/Wellness Account. The School District shall also contribute annually into an HSA or Wellness account of each full-time Community Education Coordinator employed by the School District until the benefit is re-negotiated.

2026-2027	\$850.00
2027-2028	\$850.00

IN WITNESS WHEREOF, the parties have executed this MOA as follows:

FOR: The DISTRICT Signed this _____ day of _____

School Board Chair

FOR: The EXCLUSIVE REPRESENTATIVE Signed this _____ day of _____

Kayla Dancer, Community Education Coordinator

Personnel Updates

Hires:

Name	Position	Effective Date
Hattie Holm	Assist VB Coach	08.06.2026
Matty Kopischke	Long Term Substitute	10.26.2026
Mary Beth Schneider	ES Paraprofessional	08.21.2026
Heidi Henry	ES Paraprofessional	08.21.2026
Kaitlyn Borash	MS/HS Paraprofessional	08.18.2026
Lexi Fruth	2nd Grade Teacher	08.24.2026
Brielle Harris	Long Term Substitute	09.17.2026
Zoie Zellner	MAP Assistant	09.01.2026
Carol Bean	ES Kitchen Helper	09.01.2026
Megan Fleegel	PT Pre-K Teacher	09.01.2026

Resignations/Retirements/Terminations/Leave:

Name	Position	Type	Effective Date
Lisa Huseh	MS/HS Paraprofessional	Resignation	08.31.2026

Lane Changes:

Name	Lane Change	Effective Date
Abigail Weidenbach	BA+15 to BA+20	08.12.2026
Jeremy Albright	BA+15 to BA+60	09.01.2026
Joan Nichols	BA+30 to BA+45	08.31.2026
Shelley Chambers	MA to MA+15	08.19.2026
Rebecca Scott	MA to MA+30	09.01.2026

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

B. Direct Services

"Direct services" means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

C. Indirect Services

"Indirect services" means special education services which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.

D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other

services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions)
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: None

625 RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

I. PURPOSE

The purpose of this policy is to establish clear and actionable guidelines for the responsible, ethical, and transparent use of Artificial Intelligence (AI) within the school district. This policy seeks to support and enhance teaching, learning, and administrative efficiency while upholding academic integrity, protecting privacy, and ensuring equitable access for all students and staff.

Artificial intelligence (AI) language models can assist with various tasks from teaching and learning, to writing support, to data analysis. School district staff who have access to AI tools should understand underlying behaviors and the potential benefits and limitations associated with use.

The school district recognizes that the use of AI can, when used appropriately, enhance student learning by improving the efficiency of education, providing new and creative ways to support learning, and encourage independent research, curiosity, critical thinking, and problem-solving. The school district also recognizes the limitations and potential for misuse of AI.

The school district authorizes staff members to utilize and permit students to utilize ethical and legal use of AI as a supplemental tool to support and expand on classroom instruction, facilitate personalized learning opportunities, and increase educational and learning opportunities, in accordance with the terms of this policy.

The school district authorizes staff to utilize AI as a tool in fulfilling their work responsibilities as consistent with federal and state law and school district policies.

II. GENERAL STATEMENTS OF POLICY

- A. The school district supports use of AI in ways that uphold academic integrity and foster student critical thinking and original work.
- B. The school district supports AI use as an augmentative tool rather than as an autonomous decision-maker. The school district recognizes that human intelligence and H-AI-H protocols should drive the educational process, with AI supporting education and humans remaining accountable for decisions and outcomes
- C. The school district supports use of AI to enhance administrative operations and efficiency.
- D. Student and staff use of AI shall be transparent and responsible. Appropriate attribution shall be provided.
- E. The superintendent or designee will implement and regularly review privacy controls and safety features to protect student, staff, and school district data associated with approved use of AI.
- F. The school district supports and promotes fair access to approved AI tools and will strive to ensure equitable access for all students and staff.
- G. The school district will provide ongoing training and guidance to mitigate the potential

for bias and misinformation and will hold students and staff accountable for the consequences of AI use.

- H. This policy applies to all AI use by students and staff regardless of whether the use occurs on school district property, at school district events and activities, or off campus when a nexus to the school district's educational environment exists. Student AI use must be consistent with school district policies on use of cell phones, personal electronic devices, wearable AI devices, and the internet.
- I. The school district recognizes that a student's age may be a key consideration in determining appropriate AI use. For this reason, the school district establishes the following guidelines:
 - 1. Kindergarten through Grade 5: only highly restricted, teacher-mediated AI interactions are permitted. The focus is upon conceptual understanding of AI.
 - 2. Grades 6 through 8: structured introduction to AI tools together with appropriate guardrails. Critical thinking about AI outputs and digital citizenship will be addressed.
 - 3. Grades 9 through 12: centers upon broader AI access with accountability expectations; preparation of students for AI-integrated postsecondary and workforce environments; advanced AI literacy, including an understanding of how AI models work.

III. DEFINITIONS

Definitions of key terms—including Artificial Intelligence (AI), Generative Artificial Intelligence, closed and publicly available AI tools, confidential data, personally identifiable information (PII), and school district-approved AI tools—shall be reviewed and updated as needed to ensure alignment with current technology, legal standards, and school district practices. The school district will provide accessible explanations and examples to support understanding among all stakeholders.

Artificial intelligence in a school district is a category of computer-based systems that analyze data and recognize patterns to support teaching, learning, and administrative operations, for the purpose of assisting human decision-making, within educational and legal constraints, and excluding the replacement of professional judgment or human accountability.

A. Agentic AI

Agentic AI involves systems capable of undertaking multistep actions autonomously, such as web browsing, code execution, interaction with other software, and rendering sequential decisions, without human intervention at each step.

B. AI Tool Types

1. Student-Facing AI

Used by or with students for instruction, where student information may be entered.

2. Confidential AI

Used for non-instructional purposes, processing confidential data to generate new content or recommendations.

3. Operational AI

Used for generating content based on non-confidential data.

C. Closed AI Tools

Closed AI tools are private and can be accessed by school district staff only. Sharing data in a Closed AI Tool is more secure than when using a Publicly Available AI Tool, though information leaks may still occur.

D. Confidential Data/Information

Information that the school district is prohibited by law, policy, or contract from disclosing or that the school district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) about students and employees, student and staff medical information, student education records, and information about any student's individualized education program (IEP) or Section 504 plan.

E. Deep Fake

Any video recording, motion-picture film, sound recording, electronic image, or photograph, or any technological representation of speech or conduct substantially derivative thereof:

1. that is so realistic that a reasonable person would believe it depicts speech or conduct of an individual who did not in fact engage in such speech or conduct; and
2. the production of which was substantially dependent upon technical means, rather than the ability of another individual to physically or verbally impersonate such individual.

F. Generative Artificial Intelligence (GenAI)

Computer-based systems that generate content—such as text, images, audio, or data analysis—in response to prompts. Generative AI includes large language models (LLMs) like ChatGPT, as well as tools that generate audio, images, or video.

G. Generative AI Chatbots

A chatbot with generative AI capabilities that uses large language models (LLMs) and machine learning to simulate natural, human-like conversations and generate content, code, or images in real time. Examples include ChatGPT, Claude, Google Gemini, Meta AI, Microsoft Copilot. It is possible that AI programs, including Generative AI Chatbots, may “hallucinate” (create information that is not true, misleading, or nonsensical).

H. Human-AI-Human Model (H-AI-H)

The H-AI-H model establishes a decision-making framework in K-12 education requiring human judgement at the initiation and human accountability at the conclusion of AI-assisted processes. The model ensures AI serves as an augmentative tool rather than an autonomous decision-maker.

I. Personally Identifiable Information (PII)

Information that can be used to distinguish or trace an individual's identity, either directly or indirectly through linkages with other information.

PII includes, but is not limited to:

1. The student's name;
2. The name of the student's parent or other family members;
3. The address of the student or student's family;
4. A personal identifier, such as the student's social security number, student number, or biometric record;
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
6. 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
7. Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

J. Publicly Available AI Tools

Publicly available AI tools are generally accessible for public use and the public can access the information that the tools provide.

K. School District-Approved AI Tool

Any AI platform or application that has been reviewed and authorized by the school district's AI Committee. A school district teacher or staff member may request that an AI platform or application be reviewed and authorized.

[Note: See Article VI. below on the Artificial Intelligence (AI) Committee. Schools should consider how to handle teacher and staff use of AI tools that precedes the AI Committee's creation of a school district-approved AI Tool list. It is possible that some pre-existing AI tools will not be permitted.]

L. Synthetic Media

Digital content in a media format (including text, images, video, and audio) created in part or wholly through use of AI.

M. Voice Cloning

The use of AI to create a digital replica of another person's voice through the use of recorded audio samples.

IV. EQUITABLE ACCESS TO AI TECHNOLOGY

The school district is committed to ensuring that all students and staff have fair and equitable access to AI technology and related resources. To fulfill this commitment, the school district will:

A. Provision of Resources

Provide necessary devices, internet connectivity, and assistive technologies to students and staff who need them. School district administration will conduct regular reviews to ensure resources remain sufficient and accessible.

B. Assessment and Barrier Reduction

Regularly assess and address barriers to access, including those related to socioeconomic status, disability, language, and geographic location. The school district will implement strategies to eliminate identified barriers.

C. Training

Provide ongoing training for staff and students covering technical skills and ethical considerations, including recognizing and mitigating bias in AI systems and outputs, privacy, and responsible and appropriate use of school district-approved AI.

D. Community Engagement

Engage students, families, and community members in ongoing evaluation of equitable access and the effectiveness of AI implementation. Feedback will be sought regularly to inform improvements.

E. Corrective Action

To ensure equitable access to AI technology, the school district will regularly evaluate whether students and staff have fair and meaningful opportunities to use approved AI tools for learning and work. If disparities in access, participation, or outcomes are identified—such as those related to socioeconomic status, disability, language, or infrastructure—the school district will take timely corrective action. Corrective actions may include reallocating resources, providing targeted training or supports, adjusting implementation practices, or updating policies and procedures. The school district will communicate actions taken and monitor their effectiveness to ensure that AI implementation advances educational equity and does not reinforce existing gaps.

F. Policy Review and Revision

Review and update this policy and its implementation as needed to adapt to evolving technologies, community needs, and feedback from stakeholders.

V. CURRICULUM INTEGRATION AND AI LITERACY

A. The superintendent will work with school district staff to establish instructional protocols and criteria consistent with the H-AI-H model that:

1. identify teacher AI use to assess student work;
2. restrict AI use in student disciplinary matters, student placement decisions, behavioral assessments, or similar matters;
3. require transparency when AI use is part of a decision about a student;

4. establish the right to request a review of the human decision-making in a consequential AI-influenced decision affecting the student; and
5. articulate the school district's rules regarding AI-assisted surveillance or behavioral monitoring tool.

Any use of AI in the classroom or on class assignments must align with the teachers' instructions and use expectations. Teachers will provide direction when students are authorized to use AI in an assignment. Teachers will direct student use of AI, ensuring that it aligns with the school district guidelines and policies, and the AI Committees plan and procedures, including the school district's approved AI tools.

- B. Use of AI must comply with the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), and other federal and state laws.
- C. Students will indicate AI use on assignments as required by the teacher and the assignment.

VI. ARTIFICIAL INTELLIGENCE (AI) COMMITTEE

The superintendent shall appoint an AI Committee—including teachers, staff, students, parents, and community members—to guide school district AI objectives. The committee will develop, implement, and annually review procedures for AI use, ensuring alignment with school district policies, classroom requirements, and legal standards. The committee will solicit stakeholder feedback and recommend updates to procedures and approved AI tools as technologies and needs change.

[Note: Some school districts may not have sufficient staff or other resources needed to create an AI Committee. Schools may establish a relationship with a local or regional organization (such as a service cooperative) or a third-party vendor, collaborate with other school districts, and utilize resources (such as those created by the Minnesota Generative AI Alliance for Education) to fulfill some or all of the AI Committee responsibilities.]

A. Committee Appointment and Structure

The school board directs the superintendent to appoint teachers, school staff, students, parents, and community members who have relevant experience regarding AI to a committee to guide the school district's AI objectives. The superintendent will determine the size, structure, and term for the AI Committee.

B. AI Use Plan

The AI Committee shall develop and recommend to the school board for its approval a school district AI Use Plan to establish district-wide direction and a road map for AI use that aligns with the school district's mission, strategic plan, and financial and other resources. The AI Use Plan should respond to these conditions, among others

1. The purpose of the AI Use Plan is to protect the safety and security of students, employees, and the school district while allowing for appropriate educational and productive enhancements enabled by AI.
2. The AI Use Plan must prioritize the security of student, employee, and school district data.

3. The AI Use Plan must direct careful and informed consideration of the privacy policies of any products and services considered for use in the school district, including any relevant changes to the policies.

C. School District AI Procedures

The school board directs the AI Committee to recommend to the school board for its approval procedures for staff and students concerning the use of AI that:

1. Prohibit AI use inconsistent with school district policies and procedures, classroom instructions and requirements, or federal or Minnesota law;
2. Prohibit AI use inconsistent with expectations for staff and student conduct, including those involving discrimination, harassment or hazing, and bullying;
3. Prohibit AI input of confidential staff and student data;
4. Comply with the H-AI-H model for consequential actions involving AI use;
5. Promote AI literacy;
6. Require transparency and accountability regarding disclosure of use of AI;
7. Require school administration vetting of AI prior to recommending use by staff and students;
8. Identify AI approved tools for student and staff use and provide guidelines for seeking approval of new AI;
9. Ensure that AI generated material can be retained in accordance with the school district's Records Retention schedule, as set forth in Article X. below;
10. Clarify that staff and students are responsible for all reasonably foreseeable negative consequences of use of AI;
11. Provide guidance on handling incidents in which AI-generated images, audio, video, or text involving minors are created or distributed;
12. Provide guidance to school district counselors and other staff on recognizing and addressing a student's
 - a. unhealthy AI dependency;
 - b. parasocial and emotional relationships with AI chatbots;
 - c. overreliance on AI for emotional support, decision-making, or social interaction; and
 - d. similar AI-related mental health impacts and conditions.
13. Address agentic AI and autonomous AI actions; and
14. Establish an AI structured incident response plan as required under Article XII.

D. AI Coordinator

The superintendent will designate at least one school district AI Coordinator to monitor advancements, risks, and best practices in the field of AI persons. The AI Coordinator will also serve as a professional resource and advisor for the school district on these topics. The AI Coordinator may consult with experts or others outside the school district, but may share critical or confidential data only under appropriate confidentiality or nondisclosure agreements.

[NOTE: School districts may choose whether to require an AI Coordinator. An AI Coordinator may be especially important if the school district is unable to create an AI Committee, as noted above. School districts may choose to have the superintendent or the superintendent's designee assume these responsibilities.]

Selection and implementation of student-facing AI resources and use is part of the school district's curriculum development and instructional materials selection process. The AI Coordinator will direct implementation of the AI Use Plan for student-facing AI to provide guidance to professionals making these selections. The AI Coordinator may also serve as an advisor and resource throughout the selection process, particularly when new products and services are considered.

The AI Coordinator will ensure that the AI Use Plan supports acceptable AI tool selection and use in the school district and will be updated as new issues emerge.

VII. STUDENT USE GUIDELINES

Students may use school district-approved AI tools for educational purposes only as directed by teachers and in compliance with assignment guidelines. All AI-generated content must be verified and properly cited. Students are prohibited from inputting personal, confidential, or sensitive information into AI tools, whether such information is about themselves or others. The AI Committee will provide regular training on safe, ethical, and effective AI use, and will review and update guidelines annually. Violations will be addressed according to the Student Discipline Policy, with corrective action and support provided as needed.

A. Permitted Student Uses of AI

When authorized by the teacher, students may use school district-approved AI tools for:

1. Exploring and explaining academic concepts
2. Brainstorming ideas and seeking guidance on research directions
3. Receiving feedback on drafts or assignments
4. All use must comply with teacher instructions and assignment guidelines.

B. Verification and Academic Integrity

1. Students must verify AI-generated information using reliable sources such as textbooks, scientific papers, or reputable educational websites.
2. Any content generated or significantly assisted by AI must be transparent and cited as required by the teacher and the assignment.
3. Submitting AI-generated content or content significantly assisted by AI as original work without attribution is prohibited.

C. Privacy and Data Protection

Students must not upload or input personal, confidential, proprietary, or sensitive information into any AI tool. Examples include but are not limited to:

1. Passwords
2. Names, likenesses, or Social Security numbers
3. Credit card or bank account numbers
4. Information from non-public school district documents
5. Details from IEPs, Section 504 plans, or medical records

D. Prohibited Student Uses of AI

Students may not use AI tools to:

1. Create, access, or display harmful, threatening, obscene, disruptive, or sexually explicit material;
2. Engage in harassment, discrimination, bullying, or disparagement of others based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs;
3. Violate any school district policy, classroom rule, or applicable law; or
4. Utilize AI to create deep fakes, synthetic media, voice cloning, or similar content. Staff may not create synthetic images, audio, video, or texts concerning another individual without the individual's explicit and legally permissible consent.

E. Reporting and Support

Students should report concerns about AI misuse or unsafe practices to the teacher or principal.

F. Consequences for Misuse

Student violations of this policy will be addressed by teachers and school staff. Disciplinary action may be taken as outlined in the school district's Student Discipline Policy. Violation may result in loss of AI privileges and/or further disciplinary or legal action, as appropriate.

VIII. STAFF USE GUIDELINES

Staff may use school district-approved AI tools to enhance educational experiences, provided all use complies with applicable laws and school district policies. Staff must not input confidential, proprietary, or sensitive information into AI tools. Staff are responsible for guiding and supervising student use, setting clear expectations, and ensuring proper attribution. The school district will provide ongoing training and support and will review staff guidelines regularly. Violations may result in disciplinary action as outlined in school district policy.

A. Staff Use of AI for Educational Purposes

1. Staff may consult AI for ideas, outlines, and other methods to enhance students' educational experience, such as supplementing lesson plans, providing differentiated or personalized instruction, and aiding in curriculum development.
2. Staff should guide students in AI use, including creation of clear expectations for AI tool use, attribution guidance, fact-checking, and proofreading.
3. Staff should carefully evaluate the appropriateness of AI for educational purposes on a case-by-case basis, considering their appropriateness for each educational context, accuracy, reliability, and alignment with curriculum standards.
4. Staff should implement the H-AI-H model for AI use involving students;
5. Staff must supervise student use of AI to ensure it is being used appropriately and constructively in the learning process.
6. Teachers who suspect plagiarism or use of AI that violates school district policy should first have a conversation with a student to ensure that they understand expectations for acceptable use.
7. Teachers should consult with school administration to determine appropriate steps to investigate possible violation of this policy.
8. An AI detection tool may have high false-positive rates and may disproportionately flag multilingual speakers or students with specific and unique writing styles. An AI detection tool must be independently validated before a school district staff member uses the tool. AI detection tools will not be the sole basis of information relied upon in an investigation when it is suspected that a student has violated this policy or its related rules or procedures.

B. Staff Use for Work Responsibilities

1. The school district supports AI use by school staff to assist with work responsibilities, improve efficiency, and support students and their families, staff, and the school district. These uses include, but are not limited to, document assistance, research support, administrative tasks, data analysis, and automation.
2. School district staff use of AI to fulfill work responsibilities must be consistent with this policy and other school district policies, procedures, and rules.
3. School district staff shall implement the H-AI-H model and maintain human oversight and professional responsibility for all work, including work in which AI tools have been utilized.

C. Privacy and Data Protection

1. Staff must ensure that their use of any AI tool complies with applicable laws, including those governing data and student privacy, and school district policies, including, without limitation, those regarding student information.
2. Staff should not upload or input any confidential data, private data, proprietary information, personally identifiable information, or sensitive

information, including any such school district or student information into any AI tool. Examples include passwords, personal information such as names, likeness, Social Security numbers, credit card or bank account numbers and other credentials, personnel material, information from non-public school district documents, including those identified as or understood to be confidential or sensitive (based on their nature or context) or any other non-public school district information that might be harmful to the school district if disclosed.

D. Prohibited Staff Uses of AI

Staff may not use AI tools to:

1. Create, access, or display harmful, threatening, obscene, disruptive, or sexually explicit material;
2. Engage in harassment, discrimination, bullying, or disparagement of others based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs;
3. Violate any school district policy, classroom rule, or applicable law; or
4. Utilize AI to create deep fakes, synthetic media, voice cloning, or similar content. Staff may not create synthetic images, audio, video, or texts concerning another individual without the individual's explicit and legally permissible consent.

E. Discipline

Staff who violate this policy may be subject to discipline, including termination, as set forth in the Discipline, Suspension, and Dismissal of School District Employees policy.

IX. DATA AND ARTIFICIAL INTELLIGENCE

All data use involving AI must comply with applicable state and federal laws, school district regulations, and acceptable use policies. The school district will train staff and students on data stewardship, privacy, and legal compliance, and will update procedures as laws and technologies evolve. Data privacy safeguards will be reviewed annually, and any changes to AI products or services will be carefully evaluated for impact on data security.

All data use must comply with all state and federal laws and school district regulations and requirements, including the school district's acceptable use and data policies. All school district users must ensure that all AI interactions comply with state and federal laws, especially regarding student data under FERPA, IDEA, CIPA, and COPPA.

Although AI products may claim to have some privacy safeguards in place, users should assume that all consumer AI products make data publicly available unless otherwise indicated pursuant to explicit official agreement with the school district.

X. AI VENDOR AGREEMENTS AND LICENSING

- A. AI technologies procured by the school district must include clear intellectual property rights provisions. Vendors must provide bias testing disclosure, documentation, and incident reporting procedures.
- B. School district administration and the AI Committee shall work with legal counsel to develop an AI technologies vendor evaluation, procurement, and licensing process.

- C. Evaluation criteria shall include data handling, model transparency, bias auditing, accessibility compliance, FERPA/COPPA compliance, and data residency.
- D. Educational technology vendors must identify AI technology components embedded in the educational technology supplied to the school district.
- E. AI technologies supplied to the school district must comply with the school district's policies and procedures, including this policy and the procedures developed by the AI Committee and approved by the school board.
- F. A contractual agreement between the school district and an AI vendor must
 - 1. establish the ownership of content created through use of the vendor's AI technology services. Vendor terms of service that assert broad vendor rights to user-generated content are prohibited for school district use;
 - 2. address data processing;
 - 3. prohibit use of student data for model training;
 - 4. establish data deletion rights;
 - 5. provide vendor risk tiers aligned with this policy's AI tool types and categories;
 - 6. include interoperability requirements that prevent vendor lock-in;
 - 7. address the ramifications if the vendor changes terms of service, is acquired by another entity, or discontinues operation; and
 - 8. set forth breach notification requirements
- G. Users of AI technologies provided by the school district must comply with vendor terms of service and licensing agreements. Violation of an AI technology service agreement may result in the user's loss of access and disciplinary action.
- H. The AI Committee will review Article X. as part of the AI Committee's regular review and update of school district-approved AI technologies, plan, and procedures.

XI. AI AND RECORDS RETENTION

- A. A document created, received, or maintained through an AI system may constitute a school district record.
- B. AI-generated or AI-assisted data shall be treated as a school district record when the data:
 - 1. documents a school district action, policy, or operation; or
 - 2. is relied upon when making an educational, administrative, or financial decision;
- C. Records described in Paragraph B. above shall be retained pursuant to the school district's Records Retention schedule.

XII. REPORTING AI-RELATED CONCERNS, MISUSE, AND INCIDENTS

- A. Staff and students should contact the building principal or the principal's designee if concerns regarding safe and effective use of AI arise or if they suspect AI misuse that violates school district policies, procedures, or applicable laws.
- B. The AI Committee will develop an AI structured incident response plan that includes response protocols for AI-generated CSAM or intimate imagery, data breach through use of an AI tool, AI-facilitated cheating at scale, deep fakes, student welfare concerns, and related matters. The AI structured incident response plan will also establish:
 - 1. notification protocols that include parents, law enforcement, and state or federal agencies as appropriate;
 - 2. clear escalation paths that identify the school district staff responsible for each escalation level;
 - 3. procedures for preserving incident documentation and evidence;
 - 4. a post-incident review process.

XIII. TRAINING OF SCHOOL DISTRICT STAFF, TEACHERS, AND STUDENTS

The school district will train all school district staff, teachers, and students on the requirements of this policy, AI procedures and plans, and other school district policies regarding data management and privacy, acceptable uses of AI, and AI prohibitions.

XIV. NOTICE

The school district will inform students, parents, and guardians about AI use in the school district, including any significant changes to the AI Use Plan.

XV. REVIEW

The school district's administration will regularly review use of AI and recommend safety, privacy, student and staff needs, and other relevant updates to the school board.

The AI Committee and the superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using AI and to help ensure that the school district adapts to changing technologies and circumstances.

Legal References:

- Minn. Stat. § 13.02 (Definitions)
- Minn. Stat. § 13.03 (Access to Government Data)
- Minn. Stat. § 13.05 (Duties of Responsible Authority)
- Minn. Stat. § 13.32 (Educational Data)
- Minn. Stat. § 604.32 (Cause of Action for Nonconsensual Dissemination of a Deep Fake Depicting Intimate Parts or Sexual Acts)
- Minn. Stat. § 609.771 (Use of Deep Fake Technology to Influence Election)
- Minn. Stat. § 617.262 (Nonconsensual Dissemination of a Deep Fake Depicting Intimate Parts or Sexual Acts)
- 15 U.S.C. §§ 6501-6506 (Children's Online Privacy Protection Act)
- 18 U.S.C. §§ 2510-2523 (Electronic Communications Privacy Act)
- 18 U.S.C. §§ 2701-2713 (Stored Communications Act)
- 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
- 20 U.S.C. § 1232h (Protection of Pupil Rights Amendment)
- 20 U.S.C. §§ 1400-1419 (Individuals with Disabilities Education Act)
- 29 U.S.C. § 701 et seq. (Rehabilitation Act of 1973)

42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act)

Cross References: Royalton Policy 406: Public and Private Personnel Data
Royalton Policy 506: Student Discipline (Forms Attached)
Royalton Policy 514: Bullying Prohibition Policy
Royalton Policy 515: Protection and Privacy of Pupil Records (Form Attached)
Royalton Policy 524: Internet, Technology, and Cell Phone Acceptable Use and Safety Policy (Form Attached)
Royalton Policy 601: School District Curriculum and Instruction Goals
Royalton Policy 603: Curriculum Development

Resources: U.S. Department of Education: [Artificial Intelligence and the Future of Teaching and Learning](#) (accessed 11/03/25)
U.S. Department of Education: [Artificial Intelligence \(AI\) Guidance](#)
Minnesota Department of Education: [Artificial Intelligence in Education](#) (accessed 11/03/25)
Minnesota IT Services: [Transparent Artificial Intelligence Governance Alliance](#) (accessed 02/24/26)
MNGAIA AI4MN: [Centering Relationships, Empowering Learners: AI that Elevates Human Work](#) (accessed 02/16/26)
Consortium for School Networking (CoSN): [Artificial Intelligence](#) (accessed 12/12/25)
Digital Promise: [Artificial Intelligence in Education](#) (accessed 12/12/25)
International Society for Technology in Education (ISTE): [Artificial Intelligence in Education](#) (accessed 12/12/25)
National AI Literacy Day: [AI Literacy Day Resources](#) (accessed 12/12/25)
National Center on Education and the Economy (NCEE): [Framework for AI-Powered Learning Environments](#) (accessed 11/03/25)
PIPO-AASA: [A District Guide to Data Minimization in the Age of AI](#) (accessed 11/14/25)
Public Interest Privacy Center: [From Data Privacy to Discrimination: Examining the Legal Ramifications of AI in Schools \(April 2024\)](#) (accessed 12/12/25)
TeachAI: [AI Guidance for Schools Toolkit](#) (accessed 11/03/25)

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

III. DEFINITIONS

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

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- D. "Physical Holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

- F. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.
- G. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- H. All other terms and phrases used in this policy shall be defined in accordance with Applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

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

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

B. Removal By School Resource Officer or Peace Officer

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

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

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

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their

responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the school resource officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another
2. In removing a student with an IEP from school grounds, school resource officers and school district personnel are further prohibited from engaging in the following conduct:
 - a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;
 - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - c. Totally or partially restricting a child's senses as punishment;
 - d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
 - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E;
 - f. Physical holding (as defined above and in Minnesota Statutes, section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
 - g. Withholding regularly scheduled meals or water; and/or
 - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

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

E. Continued Removals; Review of IEP

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

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

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

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

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

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures

for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

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

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

ISD #0485 ROYALTON - LEVY LIMITATION & CERTIFICATION

Category	Certified 2025 Pay 2026	Proposed 2026 Pay 2027	Variance Pay 27 vs. Pay 26	% Change over Prior Year
GENERAL FUND				
Voter-Approved Referendum	-	-	-	0%
Adjustment for Prior Years	-	-	-	0%
<i>Subtotal</i>	-	-	-	0%
Equity	154,570.17	156,506.15	1,935.98	1%
Local Optional Revenue	459,909.31	607,243.90	147,334.59	32%
Transition	18,138.08	19,274.42	1,136.34	6%
Adjustment for Prior Years	(54,289.11)	297,986.93	352,276.04	649%
<i>RMV non-voter levy Subtotal</i>	578,328.45	1,081,011.40	502,682.95	87%
Operating Capital	67,381.88	70,737.65	3,355.77	5%
Safe Schools	34,437.60	35,474.40	1,036.80	3%
Career & Technical Education	92,465.09	87,036.76	(5,428.33)	-6%
Annual Other Post-Employment Benefits (OPEB)	-	-	-	0%
LTFM	66,547.64	74,279.11	7,731.47	12%
Building / Land Lease	-	-	-	0%
Tree Growth	-	-	-	0%
Adjustment for Prior Years	10,729.15	(5,926.13)	(16,655.28)	-155%
FY23 Fac & Equip Bond Adjust	-	-	-	0%
Abatement Adjustment	(4.83)	4.35	9.18	190%
<i>NTC non-voter levy Subtotal</i>	271,556.53	261,606.14	(9,950.39)	-4%
GENERAL FUND TOTAL LEVY	\$ 849,884.98	\$ 1,342,617.54	\$ 492,732.56	57.98%
COMMUNITY SERVICE FUND				
Basic Community Education	21,975.76	22,993.82	1,018.06	5%
Early Childhood Family Education	12,442.02	13,184.18	742.16	6%
Home Visiting	440.65	454.08	13.43	3%
Adults with Disabilities	-	-	-	0%
School-Aged Childcare	-	-	-	0%
Adjustments for Prior Years	(1,422.16)	298.11	1,720.27	121%
Abatement Adjustment	(0.50)	(3.38)	(2.88)	-576%
COMMUNITY SERVICES FUND TOTAL LEVY	\$ 33,435.77	\$ 36,926.81	\$ 3,491.04	10.44%
DEBT SERVICE FUND				
Debt-Voter Approved	1,803,709.60	1,802,421.15	(1,288.45)	0%
Debt - Other	-	-	-	0%
LT Facilities Debt Service	63,017.41	64,624.40	1,606.99	3%
Adjustment for Prior Years	(0.26)	-	0.26	100%
Reduction for Debt Excess	(106,395.75)	(101,795.14)	4,600.61	4%
Abatement Adjustment	(313.45)	(110.62)	202.83	65%
DEBT SERVICE FUND TOTAL LEVY	\$ 1,760,017.55	\$ 1,765,139.79	\$ 5,122.24	0.29%
TOTAL LEVY	\$ 2,643,338.30	\$ 3,144,684.14	\$ 501,345.84	18.97%



PMA Securities part of:

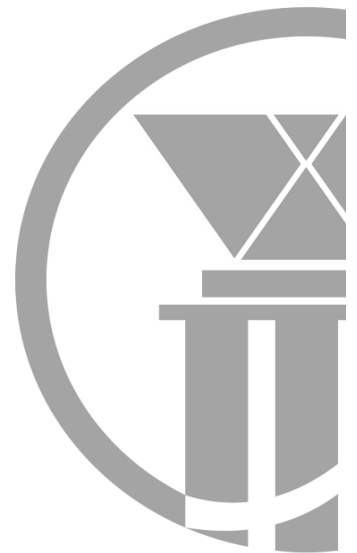
PTMA
FINANCIAL SOLUTIONS

Proposed Levy Information Packet

September 14, 2026

Royalton Public School District

Based on Levy, Limitation and Certification Report dated
9/11/2026



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Member FINRA and SIPC
Registered with SEC and MSRB

Helping Communities Thrive.

Royalton Public School District

Proposed Property Tax Levy Summary by Fund

	Final Pay 2026	Proposed Pay 2027	\$ Change	% Change
General Fund (Fund 1)				
Local Optional	459,909	607,244	147,335	32.0%
Equity	154,570	156,506	1,936	1.3%
Transition	18,138	19,274	1,136	6.3%
Operating Capital	67,382	70,738	3,356	5.0%
Safe Schools	34,438	35,474	1,037	3.0%
Career & Technical	92,465	87,037	(5,428)	-5.9%
Long Term Facilities Maintenance	66,548	74,279	7,731	11.6%
<i>Adjustments and Abatements</i>	<i>(43,565)</i>	<i>292,065</i>	<i>335,630</i>	<i>-</i>
General Fund Total Levy	849,885	1,342,618	492,733	58.0%
Community Service (Fund 4)				
Basic Community Education	21,976	22,994	1,018	4.6%
Early Childhood Education	12,442	13,184	742	6.0%
Home Visiting	441	454	13	3.0%
<i>Adjustments and Abatements</i>	<i>(1,423)</i>	<i>295</i>	<i>1,717</i>	<i>-</i>
Community Service Fund Total Levy	33,436	36,927	3,491	10.4%
Debt Service Fund (Fund 7)				
Voter Approved Debt Service	1,803,710	1,802,421	(1,288)	-0.1%
Non-Voter Approved Debt Service	63,017	64,624	1,607	2.6%
<i>Adjustments and Abatements</i>	<i>(106,709)</i>	<i>(101,906)</i>	<i>4,804</i>	<i>-</i>
Debt Service Fund Total Levy	1,760,018	1,765,140	5,122	0.3%
Total Property Tax Levy All Funds	2,643,338	3,144,684	501,346	18.97%

Royalton Public School District

Proposed Property Tax Levy Summary by Tax Type

	Final Pay 2026	Proposed Pay 2027	\$ Change	% Change
Referendum Market Value Voter Approved				
Operating Referendum	-	-	-	0.0%
RMV Voter Total Levy	-	-	-	
Referendum Market Value Non-Voter Approved				
Local Optional	459,909	607,244	147,335	32.0%
Equity	154,570	156,506	1,936	1.3%
Transition	18,138	19,274	1,136	6.3%
<i>Adjustments and Abatements</i>	<i>(54,289)</i>	<i>297,987</i>	<i>352,276</i>	<i>-</i>
RMV Non-Voter Total Levy	578,328	1,081,011	502,683	86.9%
Net Tax Capacity Voter Approved				
Voter Approved Debt Service	1,803,710	1,802,421	(1,288)	-0.1%
<i>Adjustments and Abatements</i>	<i>(98,047)</i>	<i>(93,512)</i>	<i>4,535</i>	<i>-</i>
NTC Voter Total Levy	1,705,663	1,708,909	3,246	0.2%
Net Tax Capacity Non-Voter Approved				
Non-Voter Approved Debt Service	63,017	64,624	1,607	2.6%
Operating Capital	67,382	70,738	3,356	5.0%
Safe Schools	34,438	35,474	1,037	3.0%
Career & Technical	92,465	87,037	(5,428)	-5.9%
Long Term Facilities Maintenance	66,548	74,279	7,731	11.6%
Basic Community Education	21,976	22,994	1,018	4.6%
Early Childhood Education	12,442	13,184	742	6.0%
Home Visiting	441	454	13	3.0%
<i>Adjustments and Abatements</i>	<i>639</i>	<i>(14,021)</i>	<i>(14,660)</i>	<i>-</i>
NTC Non-Voter Total Levy	359,347	354,764	(4,584)	-1.3%
Total Voter Approved	1,705,663	1,708,909	3,246	0.2%
Total Non-Voter Approved	937,676	1,435,775	498,099	53.1%
Total Referendum Market Value	578,328	1,081,011	502,683	86.9%
Total Net Tax Capacity	2,065,010	2,063,673	(1,337)	-0.1%
Total Property Tax Levy All Funds	2,643,338	3,144,684	501,346	18.97%

Royalton Public School District

Proposed Property Tax Levy Summary by Calculation Method

	Final Pay 2026	Proposed Pay 2027	\$ Change	% Change
Levies Using Pupil Units as the Basis				
Adjusted Pupil Units	956.60	985.40	28.80	3.0%
Local Optional	459,909	607,244	147,335	32.0%
Equity	154,570	156,506	1,936	1.3%
Operating Capital	67,382	70,738	3,356	5.0%
Long Term Facilities Maintenance	66,548	74,279	7,731	11.6%
Safe Schools	34,438	35,474	1,037	3.0%
Transition	18,138	19,274	1,136	6.3%
<i>Adjustments</i>	(53,798)	296,615	350,413	-
Total	747,187	1,260,131	512,944	68.6%

Levies Using Expenditures as the Basis				
LTFM Debt Service	63,017	64,624	1,607	2.6%
General Debt Service	1,803,710	1,802,421	(1,288)	-0.1%
Career & Technical	92,465	87,037	(5,428)	-5.9%
<i>Adjustments</i>	(96,158)	(106,350)	(10,191)	-
Total	1,863,034	1,847,733	(15,301)	-0.8%

Levies Using Population as the Basis				
Basic Community Education	21,976	22,994	1,018	4.6%
Home Visiting	441	454	13	3.0%
<i>Adjustments</i>	4	140	136	3281.6%
Total	22,421	23,588	1,167	5.2%

Levies Using Tax Base as the Basis				
Early Childhood Education	12,442	13,184	742	6.0%
<i>Adjustments</i>	(1,426)	158	1,585	-
Total	11,016	13,343	2,327	21.1%

Miscellaneous Adjustments				
Property Tax Abatements	(319)	(110)	209	-
Total	(319)	(110)	209	-

Total Property Tax Levy All Funds	2,643,338	3,144,684	501,346	18.97%
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Royalton Public School District

Estimated Tax Impacts - Pay 2027 Levy Total School Taxes

Summary				
		Pay 2026	Est. Pay 2027	% Change
Referendum Market Value	\$	481,344,700	\$ 517,897,200	7.59%
RMV Tax Rate		0.12015%	0.20873%	73.73%
Net Tax Capacity	\$	6,873,516	\$ 7,569,545	10.13%
NTC Tax Rate		30.04%	27.26%	-9.25%

Types of Property	Pay 2026 Value	Pay 2027 Est. Value	Pay 2026	Pay 2027	\$ Change	% Change
Residential Homestead (Value Increase 7.5%)	\$186,000	\$200,000	\$693	\$885	\$192	27.75%
	232,600	250,000	901	1,138	237	26.25%
	279,100	300,000	1,110	1,391	281	25.36%
	293,000	315,000	1,172	1,467	295	25.18%
	372,100	400,000	1,526	1,897	371	24.33%
	418,600	450,000	1,734	2,150	416	23.99%
	465,100	500,000	1,942	2,403	461	23.72%
Commercial / Industrial (Value Increase 7.5%)	\$93,000	\$100,000	\$531	\$618	\$87	16.36%
	232,600	250,000	1,452	1,680	229	15.76%
	465,100	500,000	3,128	3,565	437	13.98%
	930,200	1,000,000	6,481	7,335	854	13.17%
Agricultural Homestead (Value Increase 10%)	\$4,500	\$5,000	\$2.73	\$2.73	\$0.01	0.30%
	5,500	6,000	3.33	3.28	(0.05)	-1.53%
	6,400	7,000	3.88	3.83	(0.05)	-1.27%
	7,300	8,000	4.42	4.38	(0.05)	-1.08%
Agricultural Non-Homestead (Value Increase 10%)	\$4,500	\$5,000	\$5.45	\$5.47	\$0.02	0.30%
	5,500	6,000	6.67	6.56	(0.10)	-1.53%
	6,400	7,000	7.76	7.66	(0.10)	-1.27%
	7,300	8,000	8.85	8.75	(0.10)	-1.08%

*Actual taxes may be lower in certain taxing districts due to Disparity Reduction Aid.

Royalton Public School District

Estimated Tax Impacts - Pay 2027 Levy Total School Taxes

Summary				
	Pay 2026	Est. Pay 2027	% Change	
Referendum Market Value	\$ 481,344,700	\$ 517,897,200	7.59%	
RMV Tax Rate	0.12015%	0.20873%	73.73%	
Net Tax Capacity	\$ 6,873,516	\$ 7,569,545	10.13%	
NTC Tax Rate	30.04%	27.26%	-9.25%	

Property Value Increase

0%

Types of Property	Pay 2026 Value	Pay 2027 Est. Value	Pay 2026	Pay 2027	\$ Change	% Change
Residential Homestead	\$186,000	\$186,000	\$693	\$814	\$121	17.52%
	232,600	232,600	901	1,050	148	16.47%
	279,100	279,100	1,110	1,285	176	15.83%
	293,000	293,000	1,172	1,355	184	15.68%
	372,100	372,100	1,526	1,755	230	15.06%
	418,600	418,600	1,734	1,991	257	14.82%
	465,100	465,100	1,942	2,226	284	14.62%

Property Value Increase

7.5%

Types of Property	Pay 2026 Value	Pay 2027 Est. Value	Pay 2026	Pay 2027	\$ Change	% Change
Residential Homestead	\$186,000	\$199,950	\$693	\$885	\$192	27.70%
	232,600	250,045	901	1,138	237	26.26%
	279,100	300,033	1,110	1,391	281	25.37%
	293,000	314,975	1,172	1,467	295	25.18%
	372,100	400,008	1,526	1,897	371	24.33%
	418,600	449,995	1,734	2,149	416	23.97%
	465,100	499,983	1,942	2,402	460	23.71%

Property Value Increase

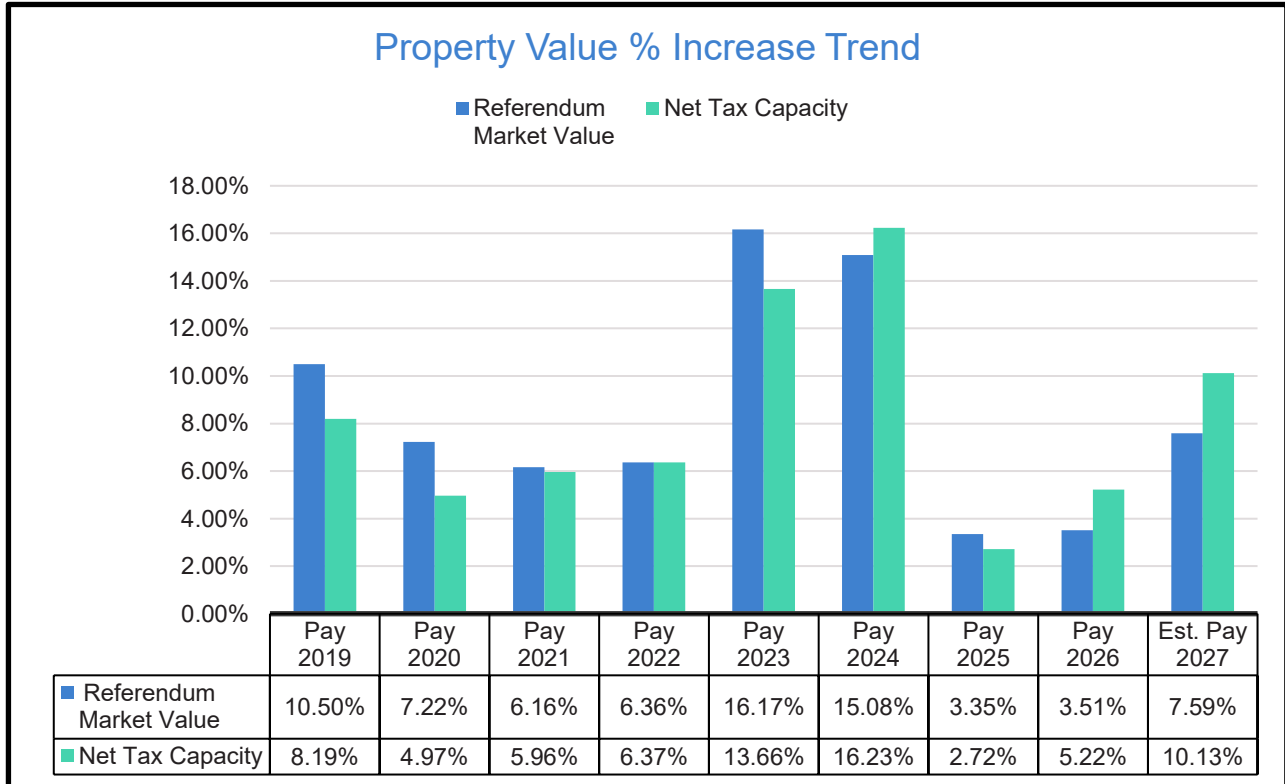
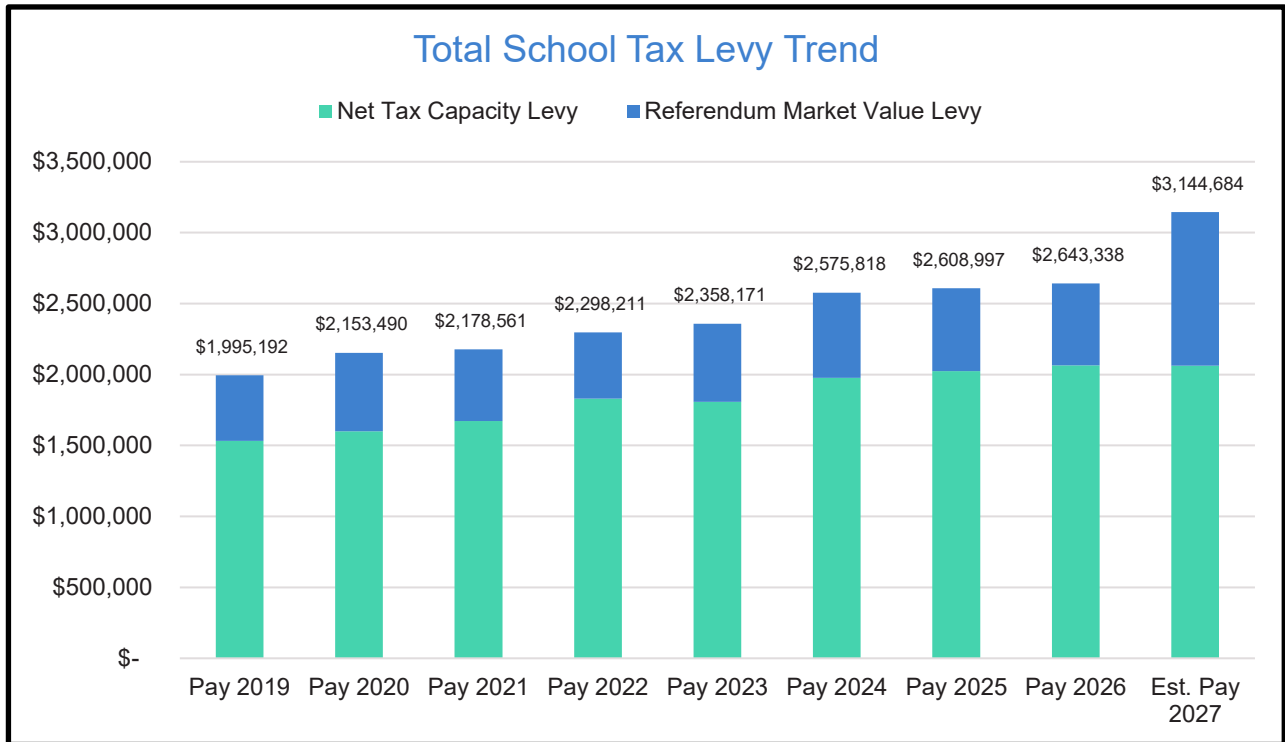
15.0%

Types of Property	Pay 2026 Value	Pay 2027 Est. Value	Pay 2026	Pay 2027	\$ Change	% Change
Residential Homestead	\$186,000	\$213,900	\$693	\$955	\$262	37.89%
	232,600	267,490	901	1,226	325	36.05%
	279,100	320,965	1,110	1,497	387	34.91%
	293,000	336,950	1,172	1,578	406	34.66%
	372,100	427,915	1,526	2,038	512	33.58%
	418,600	481,390	1,734	2,309	575	33.15%
	465,100	534,865	1,942	2,598	656	33.80%

*Actual taxes may be lower in certain taxing districts due to Disparity Reduction Aid.

Royalton Public School District

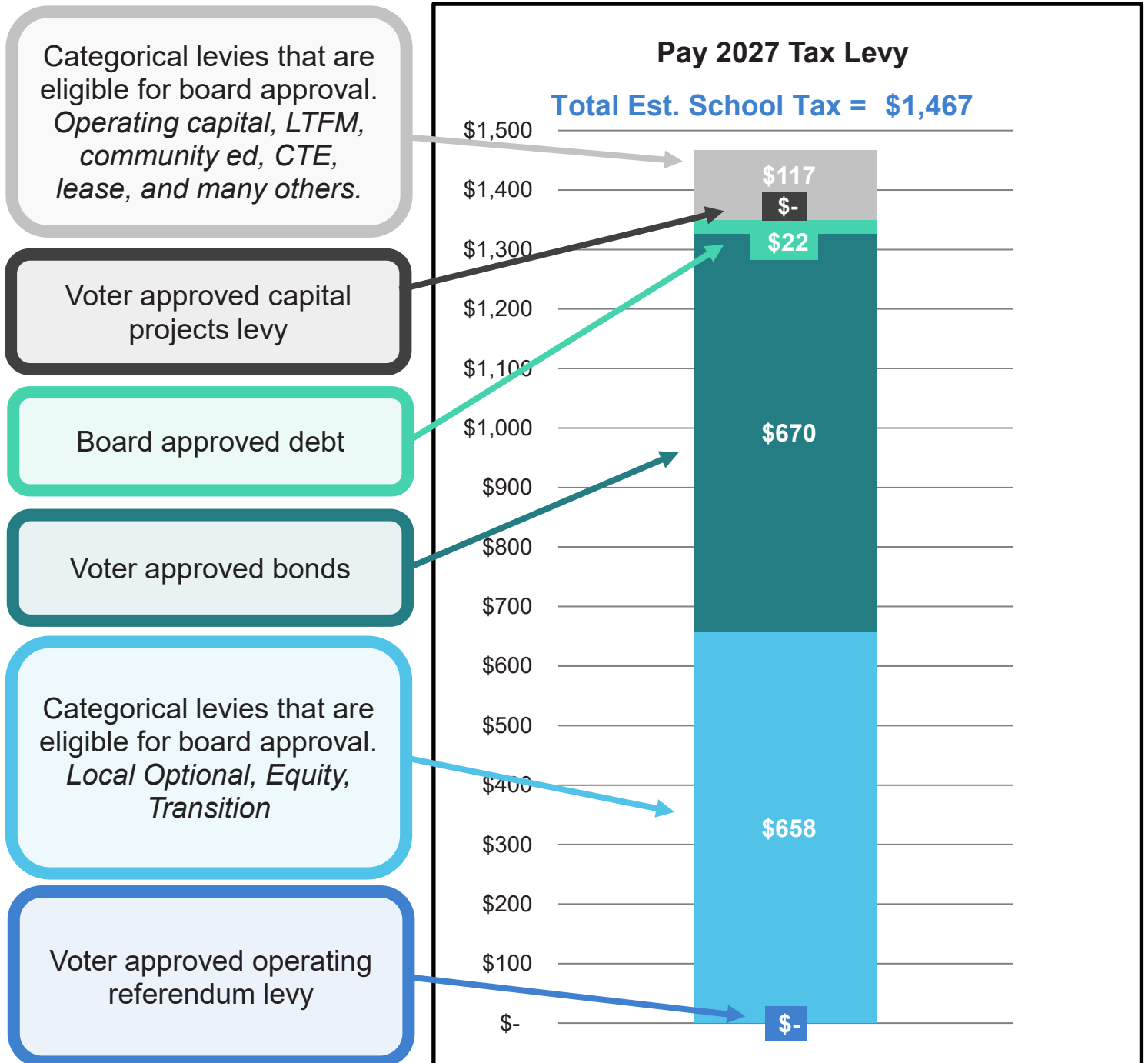
Total School Taxes Trend



Royalton Public School District

Estimated Pay 2027 Total School Taxes for Residential Homestead

Home Value = \$315,000



Important Disclaimer

This report is intended for illustrative and informational purposes only. This report has been generated based on the most recent available Levy Limitation and Certification report found in the Minnesota Funding Reports section of the Minnesota Department of Education (MDE) website. Historical tax data is sourced from the school tax reports generated by MDE each year. PMA will not verify the accuracy of the data provided by MDE. The report also includes certain assumptions about property valuations that if modified could impact the resulting tax impacts illustrated in the report. Valuations have been sourced from the Property Record Information System of Minnesota (PRISM) as provided by the counties and reported by the Department of Revenue or directly provided by the counties. Reasonable efforts and generally accepted methods of calculation have been incorporated into the report including current property tax laws. Changes in property tax laws or key assumptions may change the accuracy of this report.

Activity	Job	Current Pay	New Pay
Fall			
Cross Country			
	Lead/Trail Cart	25	35
	Directors	25	35
	Finish line worker	25	35
	Start	25	35
Football			
	Chain Gain	30	45
	Scoreboard	30	45
	Announcer	30	45
	Music	30	45
	Varsity Supervisor	35	50
	Tickets	30	40
	JH Ref	30	45
	JH /JV Supervisor	30	35
	JH/JV Scoreboard	20/25	30
Volleyball			
	Book	40	45
	Scoreboard	40	45
	Libero Tracker	35	45
	Line Judge	35	45
	1 Supervisor	55	65
	2 Supervisor	35	45
	Tickets	35	40
	C/ JV 2 ref	35	45
	JH Ref (1 match/DH)	25/35	30/45
	JH Supervisor (1 match/DH)	20/35	35
	JH/C Scoreboard	20/25	30
Winter			
Basketball	Book	40	45

	Scoreboard	40	45
	Shot Clock	40	45
	1 Supervisor	55	65
	2 Supervisor	35	45
	Tickets	27/35	40
	C/ JV 2 ref	50	65
	JH Ref	30	45
	JH Supervisor	20/35	35
	JH/C Scoreboard	20/25	30
Wrestling			
	Scoreboard	35/40/60	45/50/70
	Announcer	40	45
	Supervisor	35	45
	Tickets (Dual/Tri +)	27/35	40
Spring			
Baseball/Softball			
	Scoreboard	30	40
	Announcer	40	45
	JH Ump	30/55	35/60
	JV Ump	35/60	45/70
Other			
Concert Direction	50		50
Dance/Activity Night	35		45
Play tickets/supervision	15/25		45
Concert Supervision	40		40
Accompanist	68		300
Sound	68		70
Pep Band	50		50

Prom	50		50
Sr Class Trip/overnight	100		100



ISD #485

September 14, 2026

Resolution Accepting Donations

_____ introduced the following resolution and moved its adoption.

Whereas, Minnesota Statute 123B.02, Subd. 6 provides: “The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. On that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”; and

Whereas, Minnesota Statute 456.03 provides: “Any city, county, school district, or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.”; and

Whereas, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of ISD #485, Royalton Public Schools gratefully accepts the following donations as identified below:

Donor/Grantor	Donation/Grant	Designated Purpose
Royalton Legion	\$1,000	Faculty Breakfast
Pine Country Bank	\$300	Faculty Breakfast
Initiative Foundation	\$1058.00	Skwira-CMBA Tools for Schools

The motion for the for the adoption of the preceding resolution was duly seconded by:

_____, and upon the vote taken thereon, the following voted in favor

thereof: _____

And the following voted against the same: _____

Abstained: _____.

Whereupon, said resolution was declared duly adopted by the School Board of Independent School District #485 on this 14th day of September, Royalton, Minnesota.

By: _____ By: _____
Chair Clerk

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
 - 1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

- a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

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

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

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

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

VI. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

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

IX. INTERNET USE AGREEMENT

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

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district

diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

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

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 - 1. A copy of the user notification form provided to the student user.
 - 2. A description of parent/guardian responsibilities.
 - 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 - 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 - 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

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

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

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
 - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 - 2. the activity is permitted under a judicial warrant;
 - 3. the school district is notified or becomes aware that the device is missing or stolen;
 - 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 - 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

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

XV. CELL PHONE USE

See appropriate student handbook for details.

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

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

XVII. IMPLEMENTATION; POLICY REVIEW

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)

Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

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

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- I. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

- J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.
- K. "World's best workforce" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, Subd. 8, or 122A.41, subdivision 5;
 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
 7. an annual budget for continuing to implement the school district plan.
- B. School district site and school site goals shall include the following:
1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
 3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;

- d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
- 5. Students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the Read Act)
 - 1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 - 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 - 3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.
 - 4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
 - (a) a summary of the district's efforts to screen for dyslexia;
 - (b) the number of students screened for that reporting year; and
 - (c) the number of students demonstrating characteristics of dyslexia for that year.

5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

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

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.
8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
 Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
 Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123B.147, Subd. 3 (Principals)

Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "World's best workforce" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
2. The Strategic Planning Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the Strategic Planning Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness

program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

C. Implementation of Graduation Requirements

1. The Strategic Planning Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Strategic Planning Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Strategic Planning Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Strategic Planning Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Strategic Planning Committee

1. Annually, the Strategic Planning Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,

- d. Advising the school board about development of the annual budget.
2. The Strategic Planning Committee shall meet the following criteria:
- a. The Strategic Planning Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Strategic Planning Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Strategic Planning Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
3. Translation services should be provided to the extent appropriate and practicable.

E. Reporting

- 1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
- 2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
- 3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the

commissioner.

4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

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

Cross References:

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

Adopted: _____

MSBA/MASA Model Policy 524

Orig. 1996

Revised: _____

Rev. 2026

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

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

In 2025, MSBA published Model Policy 524.5 (Personal Electronic Communication Devices), a stand-alone policy for cell phones and similar devices. School districts may adopt Model Policy 524.5 in lieu of establishing cell phone rules in this policy.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[NOTE: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom

websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with the school district's Protection and Privacy of Pupil Records Policy; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with the school district's Protection and Privacy of Pupil Records policy.

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

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 - 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 - 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission

of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.
 - a. "Identifiable individual" means a person that is identifiable:
 - (1) from the image itself, by the person depicted in the image, or by another person; or
 - (2) from personal information displayed in connection with the image.
 - b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.
 - c. "Nudify" or "nudified" means the process by which:
 - (1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and
 - (2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies.

Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices.

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

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

VI. FILTER

[NOTE: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes, section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes 125B.15 as follows: "A school district ~~receiving technology revenue under section 125B.26~~ must prohibit, including through use of available software filtering technology or other effective methods, adult access to material that under federal or state law is reasonably believed to be obscene or child pornography."]

ALTERNATIVE NO. 1

[NOTE: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes, section 125B.15.]

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

[NOTE: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]

ALTERNATIVE NO. 2

[NOTE: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]

- A. All school district computers with Internet access and available for student use will be

equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.

- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

ALTERNATIVE NO. 3

[NOTE: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[NOTE: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

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

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the

Internet.

- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance, and

dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within thirty (30) days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

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

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

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.]

MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.

The Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals collaborated to make best practices available to schools on a range of different strategies to achieve the goals stated above.

In 2025, MSBA published Model Policy 524.5 (Personal Electronic Communication Devices), a stand-alone policy for cell phones and similar devices. School districts may adopt Model Policy 524.5 in lieu of establishing cell phone rules in this policy.]

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

A child in a publicly funded preschool or kindergarten program may not use an individual-use

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

XVII. IMPLEMENTATION; POLICY REVIEW

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

[Note: The annual review provision has been removed in line with guidance published in the MSBA Policy Services Newsletter (June 2022)].

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 524.5 (Personal Electronic Communication Devices)*
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 625 (Responsible Use of Artificial Intelligence)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

*If applicable

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 2025

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

- H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- K. "Performance measures" are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness and must include at least the following:
 - 1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

[Note: Definitions B, E, G, and I are added to Minnesota Statutes 120B.11—the Comprehensive Achievement and Civic Readiness law—effective August 1, 2023. The definitions apply to revisions to the Comprehensive Achievement and Civic Readiness law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.”]

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);

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

 - 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit

of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to comprehensive achievement and civic readiness;

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

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5;

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

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

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

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
 7. an annual budget for continuing to implement the school district plan; and
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving

support in achieving their individualized reading goals pursuant to the school district's Literacy and the Read Act Policy.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 616

Orig. 1997

Rev. 2026

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.
- 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.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

- 1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under the Curriculum Development Policy is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41.

[Insert Local Cycle in this space]

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [**date**] of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district

system accountability and comprehensive continuous improvement process.

2. The District Advisory Committee, working in cooperation with other committees of the school district **[such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.]**, will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
5. The District Advisory Committee shall meet the following timeline each year:
 - Month:** Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - Month(s):** Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

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

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

Evaluation of Student Progress Committee

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

[NOTE: The school board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]

E. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines.

The school district shall periodically survey affected constituencies, in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner required under Minnesota Statutes, section 120B.11, subdivision 5.

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements)

for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 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 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)