

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, August 13, 2020 at 7:00 PM

River Bluff Education Center, Red Wing

395 Guernsey Ln

Red Wing, MN 55066

AGENDA

I. Call to Order/Adoption of Agenda: Action

II. Consent Agenda: Action

A. Approval of the July 23, 2020 minutes.

Goodhue County Education District 6051-61

Red Wing, MN

Regular Meeting

July 23, 2020

River Bluff Education Center

7:00 PM

MEMBERS PRESENT: Jerry Stehr; Dawn Balow; Kevin Anderson; Arlen Diercks, Jim Wendt, Brenda Owens, Alternate

MEMBERS ABSENT: None

OTHERS PRESENT: Cherie Johnson; Jackie Paradis; Cindy Luhman

CALL TO ORDER/ADOPT THE AGENDA: Chair Dawn Balow called the meeting to order. Vice Chair Jim Wendt motioned to adopt the consent agenda. Member Jerry Stehr Lochner seconded, motion carried unanimous roll call. Jerry Stehr-yes; Arlen Diercks-yes; Dawn Balow-yes; Jim Wendt-yes; Kevin Anderson-yes; Brenda Owens-yes.

CONSENT AGENDA: Vice Chair Jim Wendt motioned to approve the Consent Agenda. Member Brenda Owens seconded, motion carried by unanimous roll call. Arlen Diercks-yes; Dawn Balow-yes; Jim Wendt-yes; Kevin Anderson-yes; Dawn Balow-yes; Jerry Stehr-yes.

Approval of June 25, 2020 minutes

Approval of Claims:

Staff Updates:

1. **Resignations:**
2. **New Hires:** *Kailee Acosta, Paraprofessional – RBEC; Nick Walther, Special Education Teacher - RBEC*
3. **Transfers:**
4. **Retirement:**

Public Input:

Reports and Communication:

Business Manager Report: Jackie Paradis provided the Business Manager's Report. Budget 2019-20 as of 6/30/2020 we have received 9,924,847 or 75.42% of the revised revenue budget. We have expended \$11,099,987 or 82.61% of the revised expense budget. This is the first glance at the year-end for 2019-20. There are still many receivables and payables to be booked before we have final numbers. Cash flow has improved and is looking good for the school year as we can adjust certain receivable and payables. This assumes the 90/10 aid shift continues into 2020-21.

Return to School Actions: C. Johnson showed a presentation on Return to School Actions. The RBEC COVID-19 Incidence Response Team has developed plans and

safety protocols for the 3 scenarios. Assumptions: COVID will likely exist until a vaccine is created; a vaccine could be in wide use within the year; ability to move between instructional models will be necessary; students deserve the best, equitable and safe education; staff deserve tools to do their job and situations where their safety is maintained. Considerations in Planning were eliminating any digital divide; providing families education options; expanding physical health and safety of students and staff; expanding emotional health and safety of students and staff; feeding our students and connecting our students, families and staff. This planning team has created a planning spreadsheet and we meet on a weekly basis. Every student had a Chromebook and hotspot since spring and will continue for 2020-21. Going forward we need to increase ongoing tech support for students, families and staff and assure we have equity for our students. Providing Families Education Options, as fall draws near, we must meet the needs of students and families facing concern and anxiety over student safety. Providing options will support students/families, retain enrollment and mitigate loss of students to other programs. We had 31 responses out of 70 families respond to the parent survey. 64% 100% are all in, 23% would do it with concerns, 10% don't think I would be able to do it – I would need a remote option instead, small percentage wasn't sure yet. How do you feel about distance learning: 55% only if there's no other option, 20% very comfortable, I can do this, and 10% I don't think I would be able to do. Family feeling about the option of hybrid learning: 36% have lots of questions, 33% could make it work, and 17% a feasible option, 10% wouldn't be able. Expanding physical health and safety of students and staff: COVID-19 preparedness plan, social distance map, new cleaning equipment and techniques, teaching students and staff about new procedures, individual learning and teaching materials, providing masks, gloves and other PPE, continued use of hand sanitizer, portable hand washing stations, use of social distancing and training posters, multiple entrances, meals in classrooms. Expanding Emotional health and safety of students and staff: continued social emotion support system for students and staff, we have develop new virtual counseling and support strategies, all of our plans allow students and families to staff engaged in school activities, parent coffee meet is in planning stage. Feeding our students, we continue to provide breakfast and lunch to all students throughout the spring, all learning options will still make meals available to all students. Creating connections with Students, families and staff: continue activities and school practices virtually, including SLMH, virtual community service projects, virtual student after school activities, virtual meetings but more importantly other connections with families, virtual coffee with staff. 88% staff responded to survey. Small percentage said prefer face to face, 66% would do with concerns, 22% were all in, small percentage that said only if there was a vaccine. Distance learning 45% very comfortable, 33% only if there's no other option. Hybrid, 27% have lots of questions, 45% would prefer hybrid. C. Johnson went over each scenario. We will restrict volunteers and visitors with any of the scenario we end up having to do. Scenario 2 would be 50% capacity, students attend RBEC every other week, virtual learning will take place for weeks not a school and Wednesdays would be virtual for all students. Continued hybrid model transportation capacity would be 0% to 100%.

Regardless of the scenario, all students will be provided with a Chromebook and hotspot verification will occur. There will be coordination for materials to be dropped off and picked up, clearly defined rolls for paraprofessional and support staff and a shared structure with families. The MDE said that each district can go more restrictive than what the Governor decides. Board would like to meet for a short meeting after the Governor's upcoming guidance. Vice Chair Jim Wendt motioned to have an emergency meeting following the Governor's guidance. Member Arlen Diercks seconded, motion carried by roll call vote. Jim Wendt-yes; Jerry Stehr-yes; Arlen Diercks-yes; Kevin Anderson-yes; Dawn Balow-yes; Brenda Owens-yes.

Old Business:

New Business:

Student Handbook: This was moved to the August Board Meeting.

Assurance of Compliance Review: C. Johnson provided the Statement of Compliance that each school district must renew each year at a Board meeting. The Statement of Compliance document is taken directly from the Legislative Website and has not changed since 2007. The Statement of Compliance can be found at 3535.9910. This statement affirms that the district will be in compliance with all state and federal laws prohibiting discrimination. Vice Chair Jim Wendt motioned to approve the Assurance of Compliance Review. Member Jerry Stehr seconded, motion carried by roll call vote. Dawn Balow-yes; Brenda Owens-yes; Arlen Diercks-No; Jim Wendt-yes; Jerry Stehr-yes; Kevin Anderson-yes.

Consideration of Administrative Assistant Position: Looking to hire a 1.0 Administrative Assistant position to support the Directors of Special Education. Arlen Diercks would like to look at the job descriptions and rate of pay. Information on the rate of pay is included in the May 2020 GCED Board packet as support agreements for 2020-2022 were approved by the board at that meeting. Bring back to next board meeting.

Other: C. Johnson commented that she sits on the MASE Board, and is appointed on the national CASE Board, the last 2 weeks she has worked with directors across the state to prepare and conduct virtual meetings with our Federal legislators.

Comments: Board/Director:

Next Meeting Date: August 27, 2020 @ 7:00 PM

Adjournment: Vice Chair Jim Wendt motioned to adjourn. Member Arlen Diercks seconded. Motion carried.

B. Staff Updates:

1. **Resignations:**

2. **New Hire:** *Cortney Kasten, EBD Teacher- RBEC; Sally Rude, Licensed School Nurse - ZM*

3. **Transfers:**

4. **Re-assignment:**

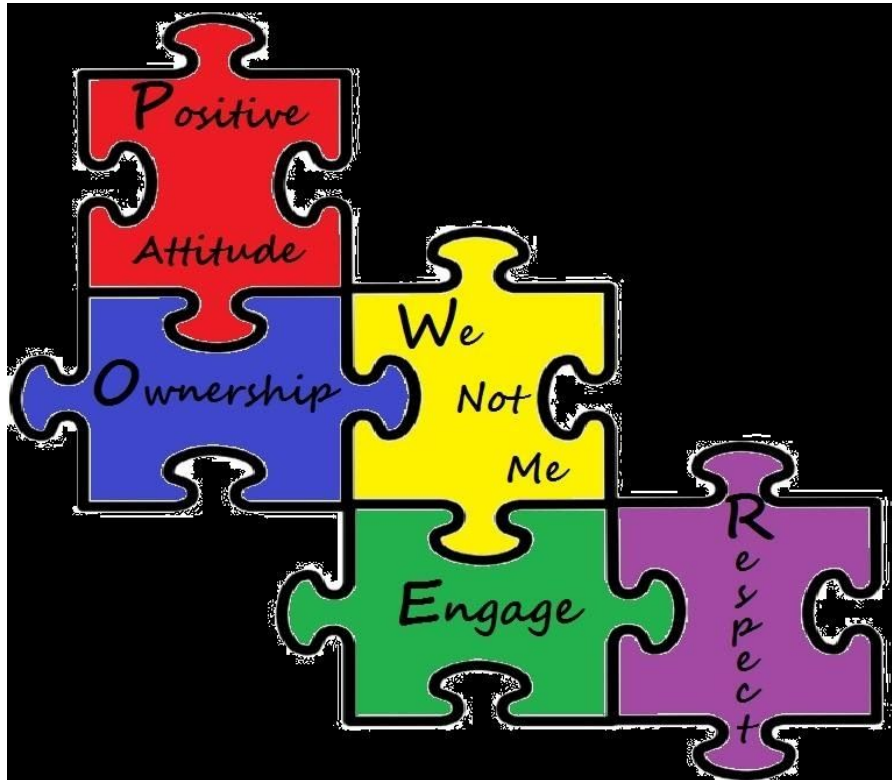
III. **Public Input:**

IV. **Reports and Communication:**

V. **Old Business:**

A. Student Handbook

River Bluff Education Center Student and Parent Handbook 2020-2021



Positive Attitude
Ownership
We, not me
Engage
Respect

Goodhue County Education District
395 Guernsey Lane • Red Wing, MN 55066 • 651-388-4441
www.gced.k12.mn.us

Student Handbook

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NOTICE OF COPYRIGHT

The Goodhue County Education District Student and Parent Handbook is based on the Minnesota School Boards Association's (MSBA's) Model Student Handbook which is protected by copyright. The Minnesota School Boards Association (MSBA) wants school districts to make the best use of this Model Student Handbook but must also protect its copyright. With these goals in mind, MSBA authorizes the copying and use of its materials in the following contexts:

1. School districts that have purchased this Model Student Handbook may use, copy, download, and incorporate any portion of these materials in the development of their own handbooks.
2. Distribution of any portion of these materials to other school districts, entities, or persons who have not purchased the Model Student Handbook is strictly prohibited.
3. Student handbooks are public documents in the hands of a school district and must be made available for inspection to members of the public upon request. Copying and use of these materials by the public, however, is subject to the copyright laws and these materials cannot be reproduced or used, except as outlined above, without permission from MSBA.

If you wish to copy and use this Model Student Handbook in ways not authorized above, you must obtain permission from MSBA. Call MSBA at 507-934-2450 or 1-800-324-4459 for more information. Failure to receive such permission is a violation of our copyright. All authorized copies must reflect MSBA's notice of copyright.

Student Handbook

Dear River Bluff Education Center Families,

My name is Nicole Jack and I am moving into my second year as principal of the River Bluff Education Center. I am lucky to be able to work with an incredibly knowledgeable and caring group of staff who puts students' needs before anything else.

Thank you for your support and understanding as we responded to the unexpected invasion of COVID-19 in March. I am very proud of the way our RBEC students, parents, employees, and community leaders handled the demands we were faced with to protect everyone as we continued to educate and feed our students during the most unusual of circumstances.

As you know, there continues to be concerns and questions related to how schools plan to reopen for the 2020 - 2021 school year. Please know that no matter what model we are using (in person, hybrid or distance learning), we will be providing students with continued high quality academic instruction while also ensuring students' mental health needs are met.

Our open house date is scheduled for Wednesday, September 2, 2020 from 5:00 - 7:00 p.m. At this time, we do not know if this will be a virtual or in person event. We will be in touch with families as soon as we can regarding details. Please mark your calendars as we look forward to meeting with you no matter how the event is held.

We are committed to continuous improvement and will do our best work every day to serve our students and families. Please do not hesitate to contact me if you have any questions.

Your Partner in Education,

Nicole Jack
Principal
River Bluff Education Center
Tower View Alternative High School
651-388-4441
njack@gced.k12.mn.us

Belief Statement

We believe that with the small educational setting, highly qualified staff, individualized attention, and specialized curriculum we can assist each student discover and reach their educational goals.

Mission Statement

We will provide an environment for all students to learn at a high level of performance.

We will support every student as they work to master social and academic areas.

We will work with colleagues, community partners, parents, and students to achieve this mission.

Vision Statement

Our vision is to prepare students to be life-long learners and contributing citizens.

Student Handbook

Introduction

Welcome to the River Bluff Education Center, home of Goodhue County Education District! We are excited to work with our students so that all can discover and reach their educational goals.

Scope and Limits of Handbook

This handbook provides important information for students attending all district schools and programs, but it does not contain all Education District policies and procedures. Districts may develop additional procedures that will be distributed to students and/or parents. Board policies are available by:

- 1) Viewing the [Policies, Handbooks, and Notices](#) webpage at gced.k12.mn.us;
- 2) Visiting the District Office, which is located near door #1 at the River Bluff Education Center; and
- 3) Contacting the District Office at 651-388-4441.

The District reserves the right to make changes in this handbook and other policies and handbooks.

The Goodhue County Education District Student and Parent Handbook is comprised of four parts:

- 1) Information;
- 2) Academics;
- 3) Rules and Discipline; and
- 4) Health and Safety.

School Contact Information

River Bluff Education Center
395 Guernsey Lane
Red Wing, MN 55066

To report an absence, contact the main office at 651.388.4441.

Alternative Formats

Contact the District Office at 651-388-4441 to obtain this handbook in different formats including larger print and Spanish versions.

Student Handbook

PART I – GENERAL INFORMATION

Impact of COVID - 19

As the River Bluff Education Center and Goodhue County Education District work to meet the needs of our students while following the guidance of Goodhue County Public Health, Minnesota Department of Education (MDE), and Minnesota Department of Health (MDH), the policies and procedures in this handbook may be subject to change depending on the educational model in place at the time.

Annual Pictures

Date will be announced each year prior to school starting.

Academic Information

To increase communication, parents/guardians are encouraged to communicate with the teachers on daily assignments, tests, and grades, as well as, other areas of concern. Parents are encouraged to attend open houses and parent teacher conferences.

Arrival and Dismissal Hours (Distance Learning hours will vary)

Our schools' building hours are from 7:30 am – 3:30 pm. Students' arrival and dismissal times:

Student Arrival:	7:45 – 8:00 am
First Class begins:	8:00 am
Student Dismissal:	2:45 pm

Students should arrive at school no earlier than 7:45 a.m. It is assumed that students will have consistent plans for dismissal. If arrangements out of the ordinary are made, a note must be sent to the teacher. In emergency situations only, parents/ guardians may call the office and ask that a message be relayed to the teacher.

Bicycles

Students are encouraged to ride their bicycles to school. For student safety, students are expected to walk, not ride, their bicycles on school grounds. Students are to provide their own locks.

Calendar

The Education District calendar is adopted annually by the board. The calendar can be found on the Education District's website at gced.k12.mn.us.

Student Handbook

Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the Education District. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the Education District's response to the complaint.

Distribution of Non-school-Sponsored Materials on School Premises

The Education District recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to Education District regulations and procedures, at a reasonable time and place and in a reasonable manner. See Policy 505 for detailed information.

Drones

The Education District prohibits the operation of unmanned aerial vehicles (UAVs), also known as drones, on or over Education District property during school hours and at school district-sponsored events. Exceptions may be requested in advance from the Education District Executive Director or designee, who will determine whether permission will be granted. The request and approval must be in writing.

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in education district policy including students may not write or call in their own excuses if they live in the parental home.

Employee Directory

Refer to website gced.k12.mn.us

Employment Background Checks

The Education District will seek criminal history background checks for all applicants who receive an offer of employment with the education district. The Education District may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to Education District Facilities

The Education District has created a limited open forum for secondary students to conduct non-curriculum-related meetings during non-instructional time. The education district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be Education District sponsored; employees or agents of the

Student Handbook

Education District will be present at religious meetings only in a non-participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the education district; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the Education District.

Food Service

Breakfast and lunch are to be eaten in designated areas only. Meal times vary by program. Students will be notified of their assigned meal times on the first day of school, although meal schedules are subject to change. Breakfast and lunch are provided at no cost to students. Additional meals or ala carte items, if available, are charged to the student. Milk will be available to supplement meals brought from home.

We ask that all students complete the free and reduced price eligibility forms. This information aids us in continuing to provide meals at no cost to students. The forms are available in the District Office and will also be sent home with all students. For more information regarding eligibility for free and reduced price meals, contact the building administrator.

Meal price information will be sent home during the first week. In order for students to purchase additional meals or ala carte items after the first week, payment must be made in advance.

Fundraising

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the building administrator and the business manager. Participation in non-approved fundraising activities is a violation of Education District policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day.

Gifts to Employees

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation.

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building administrator(s) and resident school district.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or Education District officials, employees, and/or agents, except as provided by law and/or education district policy.

Student Handbook

Messages to Students

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is also prohibited. Exceptions based on individual circumstances will be made with the agreement of both the parent/guardian and school.

Nondiscrimination

The Education District is committed to inclusive education and providing an equal educational opportunity for all students. The Education District does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. The Education District board has designated the Education District Executive Director, Cheryl Johnson, as the District's Human Rights Officer, ADA and Section 504 Coordinator to handle inquiries regarding nondiscrimination. She can be reached by calling the District Office at 651-388-4441 or by contacting her at 395 Guernsey Lane, Red Wing, MN 55066.

Notice of Violent Behavior by Students

The Education District will give notice to teachers and other appropriate education district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Parent Nights

Parent Night Open House will be held once a year. We will have Parent Teacher conferences in the spring and fall. Dates are: Open House September 2, 2020 and Parent Teacher Conferences on October 13, 2020 and March 11, 2021. These meetings may take place virtually depending on COVID - 19 restrictions.

Pledge of Allegiance

Students will recite the Pledge of Allegiance to the flag of the United States of America on a regular basis but not less than once per week. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Student Handbook

School Closing Procedures

School may be cancelled when the Education District Executive Director believes that the safety of students and employees is threatened by severe weather or other circumstances. The Education District Executive Director will make a decision about closing school or school buildings as early in the day as possible. The School Messenger system will be used to inform parents of school closures. This system sends phone and email messages to home and or work, so it is essential that your contact information is kept up to date. There is also the ability to opt into text messaging. School closing announcements will also be broadcast over WCCO.

Searches

In the interest of student safety and to ensure that schools are safe, Education District authorities may conduct searches. Students violate education district policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles parked on education district property. “Contraband” means any unauthorized item, the possession of which is prohibited by education district policy and/or law. If a search yields contraband, Education District officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the education district’s “Student Discipline” policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions within a Locker

According to state law, school lockers are the property of the Education District. At no time does the Education District relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by Education District officials for any reason at any time, without notice, without student consent, and without a search warrant.

Students’ personal possessions within a school locker may be searched only when Education District officials have a reasonable suspicion that the search will uncover evidence of a violation of law or Education District rules.

Desks

School desks are the property of the Education District. At no time does the school relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by Education District officials for any reason at any time, without notice, without student consent, and without a search warrant.

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Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when Education District officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

District's actions are reasonably related to legitimate pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

Patrols and Inspections

Education District officials may conduct routine patrols of student parking lots and other Education District locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Search of the Interior of a Student's Motor Vehicle

Students do not transport themselves in our programs unless a provision has been made. In that case, student motor vehicles are subject to search.

The interior of a student's motor vehicle in an Education District location, including the glove and trunk compartments, may be searched when Education District officials have a reasonable suspicion that the search will uncover a violation of law and/or Education District policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student's control upon the request of an Education District official.

School-Sponsored Student Publications

The Education District may exercise editorial control over the style and content of student expression in school-sponsored publications and activities. Staff shall supervise student writers to ensure compliance with the law and Education District policies. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- Is obscene to minors;
- Is libelous or slanderous;
- Advertises or promotes any product or service not permitted for minors by law;
- Encourages students to commit illegal acts or violate education district regulations or substantially disrupts the orderly operation of school or school activities;
- Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- Is distributed or displayed in violation of time, place, and manner regulations.

Expression in an official school publication or school-sponsored activity is subject to editorial control by the education district over the style and content when the education's district's actions are reasonably

Student Handbook

related to pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

Student Publications and Materials

The policy of the Education District is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building administrator and/or Education District director. Nonschool-sponsored publications may not be distributed without prior approval.

Student Records

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more complete information on the rights of parents/guardians and eligible students regarding student records, please see a copy of the Education District's "Protection and Privacy of Pupil Records" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Student Surveys

Occasionally, the Education District utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations, refer to a copy of the Education District's "Student Surveys" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Transportation of Public School Students

The student's resident district will provide transportation, at the expense of the resident district, for all resident students. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The resident district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parent or guardian.

Transportation to and from appointments of any kind outside of the school day is the responsibility of the parent/guardian. The busing system is set up to take students from school to home and home to school. No special stops will be made unless it is a regular stop that is school related and you receive approval from the building administrator. School personnel will not be able to transport students for these purposes.

Student Handbook

The bus ride to and from school is an extension of the school day. Behavior will be monitored. Getting off at a stop other than your own or altering your regular transportation program will result in a school consequence unless prior permission is received from all involved parents/guardians and school.

Video and Audio Recording

School Buses – All school buses used by the Education District may be equipped for the placement and operation of a video camera. The Education District will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The Education District may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses – The Education District buildings and grounds may be equipped with video cameras. Video surveillance may occur in any Education District building or on any Education District property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the Education District Executive Director. Video surveillance in the planning room may be utilized on an individual basis if necessary for video modeling and redirecting.

PART II — ACADEMICS

Cheating and Plagiarism

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment will be given a failing grade for that test or assignment and will be disciplined in accordance with the Education District's "Student Discipline" policy. For more information on this policy refer to a copy of the Education District's "Student Discipline" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Extended School Year (ESY) Opportunities

The Education District provides extended school year (ESY) opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the building administrator or refer to a copy of the Education District's "Extended School Year" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Field Trips

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation. School rules apply on all field trips. You must be in attendance the full day to attend partial day field trips.

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You must also be in attendance 60% of the week to attend a field trip unless permission is granted the day prior. Students on a modified day will be able to attend field trips only if permission is received and arrangements are made with the building administrator prior to the trip but in no circumstance later than the day preceding the field trip.

Grades

Students' grades will be reported a minimum of four times during the year. Report cards will be sent to parents/guardians or eligible students, along with progress reports.

Graduation Requirements

Students must meet all course credit requirements and graduation standards, as established by the state and Goodhue County Education District board, in order to graduate.

Course Credits Required

In order to receive a diploma, students must successfully complete the minimum number of credits as established by Goodhue County Education District and comply with the following high school level course requirements:

High School Level Courses Required for Graduation	
Subject Area	Credits
Language Arts	4
Mathematics	3
Science	3
Social Studies	4
Elective Courses	8
Health	.5
Phy. Ed.	.5
Art	1.0

Minnesota Academic Standards

All students must satisfactorily complete the following required Minnesota Graduation Standards:

Minnesota Academic Standards, Language Arts K-12
Minnesota Academic Standards, Mathematics K-12
Minnesota Academic Standards, Science K-12
Minnesota Academic Standards, Social Studies K-12
Minnesota Academic Standards, Physical Education K-12
Minnesota Academic Standards, Arts K-12

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Students with an individualized education program (IEP), Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. Eligibility will be defined on the student's plan. Contact their case manager.

Parent Right to Know

If a parent requests it, the Education District will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the Education District will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The Education District also will provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

PART III — RULES AND DISCIPLINE

Attendance

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For more information on student attendance, contact the building administrator or refer to a copy of the Education District's "Student Attendance" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Bullying Prohibition

The Education District is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on Education District property, at school-related functions, and by misuse of technology. For detailed information regarding the education district's "Bullying Prohibition" policy, contact the

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building administrator or refer to a copy of the Education District’s “Bullying” policy in the policy manual located at each building or on the Education District’s website at gced.k12.mn.us.

Buses – Conduct on School Buses and Consequences for Misbehavior

Riding the school bus is a privilege, not a right. The Education District’s general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The Education District will not provide transportation for students whose transportation privileges have been revoked.

The Education District is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow Education District rules for waiting at a school bus stop and rules for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver’s directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the Education District under adopted administrative discipline procedures. All school bus/bus stop misconduct will be reported to the

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Education District's transportation safety director. Serious misconduct may be reported to local law enforcement.

Cell Phones, Pagers, and Other Electronic Communication Devices

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

Discipline

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For more information on student discipline, contact the building administrator or refer to a copy of the Education District's "Student Discipline" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Dress and Appearance

Students are encouraged to be dressed appropriately for school activities and in keeping with community standards.

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

- Clothing appropriate for the weather.
- Clothing that does not create a health or safety hazard.
- Clothing appropriate for the activity (i.e., physical education or the classroom).

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

- "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
- Clothing bearing a message that is lewd, vulgar, or obscene.
- Apparel promoting products or activities that are illegal for use by minors.
- Objectionable emblems, badges, symbols, signs, words, objects, or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes

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any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in education district policy.

- Any apparel or footwear that would damage school property.
- Hats are not to be worn in the building except with the approval of the building administrator (i.e., student undergoing chemotherapy, medical situations).

If the administration believes a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. A parent or guardian will be notified.

Drug-Free School and Workplace

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The education district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance. Students who have prescriptions must comply with the Education District's "Student Medication" policy.

Harassment and Violence Prohibition

The Education District strives to maintain learning and working environments that are free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The Education District prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. For more information on extended harassment and violence prohibition, contact the building administrator or refer to a copy of the Education District's "Harassment and Violence Prohibition" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Hazing Prohibition

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the Education District's "Student Discipline" policy. For more information on hazing prohibition, contact the building administrator or refer to a copy of the Education District's "Hazing Prohibition" policy in the policy manual located at each building or on the education district's website at gced.k12.mn.us.

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Internet Acceptable Use

All education district students have conditional access to the Education District's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the Education District's system is a privilege, not a right. Unacceptable use of the education district's computer 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 Education District policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws. A copy of the Education District's "Internet Acceptable Use" policy is available in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Students will receive a copy of the education district's "Internet Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the education district's computer system. All students who wish to use the Education District's computer system must sign the Internet Use Agreement form yearly.

Parking on Education District Property

Students

The Education District allows limited use and parking of motor vehicles by students in Education District locations subject to the following rules:

1. Parking a motor vehicle on school property during the school day is a privilege;
2. Parking is permitted in designated areas only, by permit. For information, contact the building administrator.
3. Students are not permitted to use motor vehicles during the school day in any education district locations unless an emergency occurs and permission has been granted to the student by the building administrator;
4. Students are permitted to use motor vehicles on Education District properties only before and after the school day.
5. Students are not permitted to transport other students.
6. Unauthorized vehicles parked on education district property may be towed at the expense of the owner or operator
7. Parent and school must agree on transportation plans prior to commencement.

Interiors of students' vehicles in Education District locations may be searched when education officials have a reasonable suspicion that the search will uncover a violation of law and/or Education District policy or rule. If a search yields contraband, Education District officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the Education District's "Student Discipline" policy.

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Visitors

Visitors are permitted to park in designated education district visitor parking areas. Unattended vehicles left in other locations on Education District property may be towed at the owner's expense.

Tobacco-Free Schools

Education District students and staff have the right to learn and work in an environment that is tobacco free. Education District policy is violated by any individual's use of tobacco, tobacco-related devices, or electronic cigarettes in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related device, or electronic cigarette in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to education district discipline. For detailed information on the Education District's "Tobacco-Free Environment" policy, see policy manual located in each office or go online at gced.k12.mn.us.

Transition Process Back to Mainstream School

Transitioning back to mainstream schools is based on the IEP team decision. To encourage a smooth transition natural quarter and semester breaks will be examined when considering such a transition. Generally, transition time with partial days is recommended to start the process.

Criteria for Eligibility:

1. Maintain a 90% point average, a "C" grade average, and 90% attendance for 3 months;
2. You must be making progress on all IEP goals and

After Meeting above Criteria Your Transition Plan (developed in a formal IEP team meeting)

1. Completion of transition interview:
 - a. Why do you think you are ready for transition?
 - b. Why do you want to go back?
 - c. What do you still need to work on?
 - d. What will you do well?
 - e. What will be your challenges?
2. Homework plan for remainder of semester with gradual homework increase
3. IEP Goal Review
4. Schedule of class possibilities to take at mainstream building
5. Set up tour/visit of mainstream building with case manager or social worker
6. Create and implement transition plan with case manager

Vandalism

Vandalism of any Education District property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

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Weapons Prohibition

The purpose of this policy is to assure a safe school environment for students, staff, and the public. No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The Education District will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy. For detailed information on the Education District’s “Weapons Prohibition” policy, see the policy manual located in each office or go online at gced.k12.mn.us.

PART IV — HEALTH AND SAFETY

Accidents

All student injuries that occur at school or school-sponsored activities should be reported to the building administrator or lead staff member immediately. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the building administrator or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Crisis Management

The education district has developed a “Crisis Management” policy. This policy is aligned with the ALiCE institute. ALiCE is a proactive, options-based plan for civilian response to a critical incident. Each school building has its own building-specific crisis management plan. Students and parents will be provided with information as to district- and school-specific plans.

The “Crisis Management” policy addresses a range of potential crisis situations in the education district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The Education District will conduct lock-down drills, fire drills, and a tornado drill. Building plans include classroom and building evacuation procedures.

Emergency Contact Information

The Education District will gather emergency contact information at the start of the school year. Students’ families are asked to notify the Education District with any changes to student contact information

Health Information

First Aid

Each building is equipped to handle minor injuries requiring first aid. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

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The Education District has installed automated external defibrillators (AEDs) in each of its buildings. Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his/her child has a communicable or contagious disease, the parent should contact the school so that other students who might have been exposed to the disease can be alerted.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or Education District employees. The Education District will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

Health Service

The Education District employs a licensed nurse to provide basic first aid. The nurse works under the direction and supervision of a licensed school nurse.

Students who become sick at school should let staff know immediately. In the event of an emergency, staff will call 911 and/or a parent/guardian will be contacted depending on the situation. The building administrator will arrange for students who get sick at school to go home early.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness. Please call the contact number located in the front of this handbook.

Immunizations

All students must be properly immunized or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The Education District will maintain a file containing the immunization records for each student in attendance at the Education District for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the building administrator.

Medications at School during the School Day

The Education District acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for

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administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to education district policy and procedures, medications administered as noted in a written agreement between the education district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (§504 Plan), or an individual health plan (IHP). The Education District is to be notified of any change in a student's prescription medication administration.

Pesticide Application Notice

The Education District may plan to apply pesticide(s) on education district property. To the extent the Education District applies certain pesticides, the Education District will provide a notice by September 15 as to the Education District's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, the schedule of pesticide applications, and the long-term health effects of the class of pesticides on children can be requested by contacting the building administrator in your student's program.

Safety

The safety of students on campus and at school-related activities is a high priority of the Education District. While district-wide safety procedures are in place, student and parent cooperation is essential to ensuring school safety.

Visitors in District Buildings

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the main office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the main office and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the building administrator before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or Education District property, or such permission may be revoked, if the visitor does not comply with Education District procedures or if the visit is not in the best interests of the students, employee, or the Education District.

Students are not allowed to bring visitors to school without prior permission from the building administrator.

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APPENDIXES

1. Policy Cross Reference Table

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2. Student Records [*]

The education district gives notice to parents/guardians and eligible students of their rights regarding student records.

Parents/guardians and eligible students have the following rights:

1. That a parent or eligible student has a right to inspect and review the student's education record. A parent or eligible student should submit to the education district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the education district to amend a record that they believe is inaccurate or misleading. The request shall be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the education district to make. The request shall be signed by the parent or eligible student. If the education district decides not to amend the record as requested by the parent or eligible student, the education district will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
3. That the parent or eligible student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;
4. That the education district may disclose education records to other education officials within the education district if the education district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the education district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the education district board; a person or company with whom the education district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee,

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such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a “legitimate educational interest” if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

5. That the education district forwards education records on request to a school or post-secondary education institution in which a student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student’s enrollment, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 7165 of the federal No Child Left Behind Act and data regarding a student’s history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on education district property and certain other illegal acts;
6. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the education district to comply with the requirements of 20 U.S.C. § 1232g, and the rules promulgated there under, the name and address of the office that administers the Family Education Rights and Privacy Act is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

7. That the parent or eligible student has a right to obtain a copy of the education district’s policy regarding the protection and privacy of pupil records; and
8. That copies of the education district’s policy regarding the protection and privacy of school records are located at each program office and at www.gced.k12.mn.us.

The school has adopted an education district board policy in order to comply with state and federal laws regarding education records. The policy does the following:

1. It classifies records as public, private, or confidential.
2. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student’s education records. These procedures include the method

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of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.

3. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
4. It establishes procedures and regulations for access to and disclosure of education records.
5. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

Copies of the education board policy and accompanying procedures and regulations are available to parents/guardians and students upon written request to the Education District Director or at the Goodhue County Education District Office at 395 Guernsey Lane, Red Wing, MN.

Pursuant to applicable law, Goodhue County Education District gives notice to parents/guardians of students currently in attendance in the education district, and eligible students currently in attendance in the education district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" also includes the name, address, and telephone number of the student's parent(s). "Directory information" does not include a student's social security number or a student's identification number ("ID") if the ID may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include identifying information on a student's religion, race, color, social position, or nationality.

1. The directory information listed above shall be public information which the education district may disclose from the education records of a student or information regarding a parent.
2. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.

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3. In order to make any or all of the directory information listed above “private” (i.e., subject to consent prior to disclosure), the parent or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
- Name of student and parent, as appropriate;
 - Home address;
 - School presently attended by student;
 - Parent’s legal relationship to student, if applicable;
 - Specific category or categories of directory information which is not to be made public without the parent’s or eligible student’s prior written consent.

Pursuant to applicable law, Goodhue County Education District gives notice to parents/guardians of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The education district must release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

Should the parent of a student or the eligible student so desire, any or all of the listed information, will not be disclosed to military recruiting officers without prior consent.

In order to refuse the release of this information without prior consent, the parent or eligible student must make a written request to the responsible authority, the Education District Director within 30 days of the after the date of the last publication of this document. This written request must include the following information:

- Name of student and parent, as appropriate;
- Home address;
- Student’s grade level;
- School presently attended by student;
- Parent’s legal relationship to student, if applicable;
- Specific category or categories of information which are not to be released to military recruiters without prior consent;
- Specific category or categories of directory information which are not to be released to the public, including military recruiters.

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Notice: Refusal to release the above information to military recruiting officers alone does not affect the Education District's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Directory Information section above also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers, you also must notify the education district that you do not want this directory information released to any member of the public, including military recruiting officers.

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3. Student Surveys [*]

Goodhue County Education District #6051 gives notice to parents of students currently in attendance in the education district, eligible students currently in attendance in the education district, and students currently in attendance in the education district of their rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

1. Parents, eligible students, and students are hereby informed that they have the following rights:
 - a. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by parents or guardians of students.
 - b. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
 - (1) Political affiliations or beliefs of the student or the student's parent;
 - (2) Mental and psychological problems of the student or the student's family;
 - (3) Sex behavior or attitudes;
 - (4) Illegal, antisocial, self-incriminating, or demeaning behavior;
 - (5) Critical appraisals of other individuals with whom respondents have close family relationships;
 - (6) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - (7) Religious practices, affiliations, or beliefs of the student or the student's parent; or
 - (8) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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- c. A parent, on behalf of a student or an eligible student, has the right to receive notice and an opportunity to opt the student out of participating in:
 - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
 - (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Paragraph 1.b., above.
 - (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under state law.
- d. This notice does not preempt applicable state law that may require parental notification.
- e. The education district has developed and adopted a policy, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.
- f. The education district will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.
- g. The education district will directly notify parents and eligible students, at least annually at the start of each school year, of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:
 - (1) Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
 - (2) Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
 - (3) Any nonemergency, invasive physical examination or screening as described above.

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Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

4. Student Attendance [**]

I. PURPOSE

- A. The Education District Board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

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It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the education district are REQUIRED to attend all assigned classes and/or study halls every day education is in session, unless the student has been excused by the education district board from attendance because the student has already completed state and school district standards required to graduate from high education, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the education board for review and approval. When approved by the education board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from education. A note from a physician or a

licensed mental health professional stating that the student cannot attend education is a valid excuse.

b. The following reasons shall be sufficient to constitute excused absences:

- (1) Illness.
- (2) Serious illness in the student's immediate family.
- (3) A death or funeral in the student's immediate family or of a close friend or relative.
- (4) Medical, dental, or orthodontic treatment, or a counseling appointment.
- (5) Court appearances occasioned by family or personal action.
- (6) Religious instruction not to exceed three hours in any week.
- (7) Physical emergency conditions such as fire, flood, storm, etc.
- (8) Official education field trip or other education-sponsored outing.
- (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- (10) Family emergencies.
- (11) Active duty in any military branch of the United States.
- (12) A student's condition that requires ongoing treatment for a mental health diagnosis.

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative

assignments as deemed appropriate by the classroom teacher.

- (2) Work missed because of absence must be made up within 2 days from the date of the student's return to education. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building assistant director or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the education district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the education district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a education-sponsored work release program.
- (5) Vacations with family.
- (6) Personal trips to school districts or colleges.
- (7) Absences resulting from cumulated unexcused tardies (5 tardies equal one unexcused absence).
- (8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- (2) Days during which a student is suspended from education shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of education must report to the education office for an admission slip.
 - b. Tardiness between periods will be handled by the teacher.
3. Excused Tardiness

Valid excuses for tardiness are:

 - a. Illness.
 - b. Serious illness in the student's immediate family.
 - c. A death or funeral in the student's immediate family or of a close friend or relative.
 - d. Medical, dental, orthodontic, or mental health treatment.
 - e. Court appearances occasioned by family or personal action.
 - f. Physical emergency conditions such as fire, flood, storm, etc.

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- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

- 4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Five unexcused tardies are equivalent to one unexcused absence.

- D. Participation in Extracurricular Activities and Education-Sponsored On-the-Job Training Programs

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the education day and any education-sponsored on-the-job training programs.
- 2. Education-initiated absences will be accepted and participation permitted.
- 3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- 4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
- 5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each assistant director's office.

IV. REQUIRED REPORTING

- A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from

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instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Five days if the child is in elementary school; or
2. Five or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the education district if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate education district personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

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[Note: Where services and procedures under Minn. Stat. Ch. 260A are available within the education district, the following provisions should also be included in the policy.]

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. An attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

5. **Bullying Prohibition [**]**

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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on education district premises, on education district property, at education district functions or activities, or on education district transportation. This

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

- B. No teacher, administrator, volunteer, contractor, or other employee of the education district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the education district's policies and procedures, including the education district's discipline policy (See MSBA/MASA Model Policy 506). The education district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;

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

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

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

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

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

III. DEFINITIONS

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

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

The term, “bullying,” specifically includes cyberbullying as defined in this policy.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on education district premises, on education district property, at education district functions or activities, on education district transportation, or on education district computers, networks, forums, and mailing lists, or off education district premises to the extent that it substantially and materially disrupts student learning or the education district environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct

need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. “On education district premises, on education district property, at education district functions or activities, or on education district transportation” means all education district buildings, education district grounds, and education district property or property immediately adjacent to education district grounds, school bus stops, school buses, education district vehicles, education district contracted vehicles, or any other vehicles approved for education district purposes, the area of entrance or departure from education district grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. Education district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the education district does not represent that it will provide supervision or assume liability at these locations and events.
- F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

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

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

- or
- D. A teacher, education district administrator, volunteer, contractor, other education district employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. Education district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating any report of bullying and the record of any
- access to
resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The education district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the education district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. EDUCATION DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the education district shall undertake or authorize an investigation by the building report taker or a third party designated by the education district.
- B. The building report taker or other appropriate education district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the education district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. Education district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable education district policies; and applicable regulations.

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

VI. RETALIATION OR REPRISAL

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

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VII. TRAINING AND EDUCATION

A. The education district shall discuss this policy with education district personnel and volunteers and provide appropriate training to education district personnel regarding this policy. The education district shall establish a training cycle for education district personnel to occur during a period not to exceed every three school years. Newly employed education district personnel must receive the training within the first year of their employment with the education district or administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on education district rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The education district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all education district personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

- C. The education district annually will provide education and information to students regarding bullying, including information regarding this education district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the education district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

- 1. Engage all students in creating a safe and supportive school environment;

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

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VIII. NOTICE

- A. The education district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the education district and the office of each school.
- C. This policy must be given to each education district employee and independent contractor who regularly interacts with students at the time of initial employment with the education district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the education district's or a school's website.
- F. The education district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the education district board shall, on a cycle consistent with other education district policies, review and revise this policy. The policy shall be made made in consultation with students, parents, and community organizations.

6. Student Discipline [**]

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the education district's expectations for student conduct. Such compliance will enhance the education district's ability to maintain discipline and ensure that there is no interference with the educational process. The education district will take appropriate disciplinary

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action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

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

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

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

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

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the education district board, with the participation of education district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the education district.

III. AREAS OF RESPONSIBILITY

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

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

IV. STUDENT RIGHTS

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

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all education district rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other education district functions;

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

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VI. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the education district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all education district buildings, education district grounds, and education district property or property immediately adjacent to education district grounds; education district-sponsored activities or trips; education district bus stops; education district buses, education district vehicles, education district contracted vehicles, or any other vehicles approved for education district purposes; the area of entrance or departure from education district premises or events; and all education district-related functions, education district-sponsored activities, events, or trips. Education district property also may mean a student's walking route to or from school for purposes of attending school or education district-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the education district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the education district or the safety or welfare of the student, other students, or employees.
1. Violations against property including, but not limited to, damage to or destruction of education district property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 2. The use of profanity or obscene language, or the possession of obscene materials;
 3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the education district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving education district grounds without permission;
6. Violation of the education district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the education district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the education district's Weapons Policy;
14. Violation of the education district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the education district;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the education district's Internet Acceptable Use and Safety Policy;

Person

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

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the education district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other education district personnel;
36. Violation of the education district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other education district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to education district property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the education district's Distribution of Nonschool-Sponsored Materials on Education district Premises by Students and Employees Policy;
44. Violation of the education district's one-to-one device rules and regulations;
45. Violation of education district rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the education district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, education district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the education district, or which otherwise interferes with or obstruct the mission or operations of the education district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

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

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

- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the education district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When

such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other education district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

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

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

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

- B. If a student is removed from class more than ten (10) times in a school year, the education district shall notify the parent or guardian of the student’s tenth removal from class and make reasonable attempts to convene a meeting with the student’s parent or guardian to discuss the problem that is causing the student to be removed from class.

[Note: The following Sections C. - K. must be developed and inserted by each education district based upon individual district practices, procedures, and preferences.]

C. Procedures for Removal of a Student From a Class.

- 1. Specify procedures to be followed by a teacher, administrator or other education district employee to remove a student from a class;*
- 2. Specify required approvals necessary;*
- 3. Specify paperwork and reporting procedures.*

D. Responsibility for and Custody of a Student Removed From Class.

- 1. Designation of where student is to go when removed;*
- 2. Designation of how student is to get to designated destination;*
- 3. Whether student must be accompanied;*

4. *Statement of what student is to do when and while removed;*
5. *Designation of who has control over and responsibility for student after removal from class.*

E. *Procedures for Return of a Student to a Class From Which the Student Was Removed.*

1. *Specification of procedures;*
2. *Actions or approvals required such as notes, conferences, readmission plans.*

F. *Procedures for Notification.*

1. *Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;*
2. *Actions or approvals required, such as notes, conferences, readmission plans.*

G. *Disabled Students; Special Provisions.*

Individualized student who is

1. *Procedures for consideration of whether there is a need for further assessment;*
2. *Procedures for consideration of whether there is a need for a review of the adequacy of the current Education Program (IEP) of a disabled removed from class or disciplined; and*
3. *Any procedures determined appropriate for referring students in need of special education services to those services.*

H. *Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on Education district Premises.*

1. *Establishment of a chemical abuse preassessment team pursuant to Minn. Stat. § 121A.26;*
2. *Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minn. Stat. § 121A.29.*

I. *Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.*

J. *Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.*

K. *Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.*

IX. DISMISSAL

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

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

The education district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

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

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

C. Suspension Procedures

1. “Suspension” means an action by the education district administration, under rules promulgated by the Education district Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the executive director with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the education district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the student’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. Education district administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a education district-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The education district administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the education district is in the process of initiating an expulsion, in which case the education district administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The education district administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction,

other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

6. The education district administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a education district administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After education district administration notifies a student of the grounds for suspension, education district administration may, instead of imposing the suspension, do one or more of the following:
- a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.

8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
9. The education district administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the education district board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a education district board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the education district board.

2. “Exclusion” means an action taken by the education district board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the education district board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the education district’s intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student’s own choosing, including legal counsel at the hearing; (2) examine the student’s records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The education district shall advise the student’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the education district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The education district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The education district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The education district board may appoint an attorney to represent the education district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the education district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all education district records pertaining to

the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any education district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the education district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the education district board and served upon the parties within two (2) days after the close of the hearing.
17. The education district board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The education district board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the education district board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the

Commissioner of Education (Commissioner) of the basis and reason for the decision.

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

X. ADMISSION OR READMISSION PLAN

A education district administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or

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readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

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

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

XII. STUDENT DISCIPLINE RECORDS

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

XIII. DISABLED STUDENTS

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a

failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the education district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the education district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XIV. OPEN ENROLLED STUDENTS

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

XV. DISTRIBUTION OF POLICY

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

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enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

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

7. Harassment and Violence Prohibition [*]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minn. Stat. § 363A.03, Subd. 44.]

II. GENERAL STATEMENT OF POLICY

A. The policy of the education district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. The education district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

B. A violation of this policy occurs when any student, teacher, administrator, or other education district personnel harasses a student, teacher, administrator, or other education district personnel or group of students, teachers, administrators, or

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other education district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, education district personnel include education district board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other education district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other education district personnel or group of students, teachers, administrators, or other education district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

D. The education district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other education district personnel who is found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:

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1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with 413-3 an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.

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7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;

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- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other education district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment
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or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

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Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability by a student, teacher, administrator, or other education district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other education district personnel or group of students, teachers, administrators, or other education district personnel should report the alleged acts immediately to an appropriate education district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously.

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However, the education district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The education district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the education district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a education district human rights officer or to the executive director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director or the education district human rights officer by the reporting party or complainant.

D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult education district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director or the education district human rights officer by the

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reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. Education district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the education district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
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- G. In the District. The education district board hereby designates Cheryl Johnson, the GCED Executive Director, as the education district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the GCED Board Chair.¹
- H. The education district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.

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- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The education district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the education district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the education district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

1 In some education districts the executive director may be the human rights officer. If so, an alternative individual should be designated by the education district board.

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Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from education district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the education district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by

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this policy, shall undertake or authorize an investigation. The investigation may be conducted by education district officials or by a third party designated by the education district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the education district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the education district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other education district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The education district human rights officer shall make a written report to the executive director upon completion of the investigation. If the complaint involves the executive director, the report may be filed directly with the education district board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. EDUCATION DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the education district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, 413-9 remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited

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behavior. Education district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable education district policies and regulations.

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

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. 413-10 Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the education district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each education district employee and independent contractor who regularly interacts with students at the time of initial employment with the education district.
- C. This policy shall appear in the student handbook.
- D. The education district will develop a method of discussing this policy with students and employees.
- E. The education district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

8. Hazing Prohibition [*]

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the education district and are prohibited at all times.

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II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the education district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the education district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The education district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the education district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

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4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of education district policies or regulations.
- B. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate education district official designated by this policy.
- B. The building administrator, the building administrator’s designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to an education district human rights officer or to the education district director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the education district director or the education district human rights officer by the reporting party or complainant.
- C. Teachers, administrators, volunteers, contractors, and other employees of the education district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building report taker immediately. Education district personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades, or work assignments.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The education district will respect the privacy of the

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complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the education district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. EDUCATION DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the education district shall undertake or authorize an investigation by education district officials or a third party designated by the education district.
- B. The education district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the education district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. Education district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, education district policies and regulations.
- D. The education district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the education district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

VI. REPRISAL

The education district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the education district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

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- B. The education district will develop a method of discussing this policy with students and employees.

9. Tobacco-Free Environment []**

I. PURPOSE

The purpose of this policy is to maintain learning and working environments that are tobacco free.

II. GENERAL STATEMENT OF POLICY

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

III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

- A. “Electronic cigarette” means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other similar substance, and the use or inhalation of

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which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under another product name or descriptor.

- B. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.
- C. “Tobacco-related devices” means cigarette papers or pipes for smoking.
- D. “Smoking” means inhaling or exhaling smoke from any lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product. Smoking also includes carrying a lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product intended for inhalation.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on an education district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.

V. ENFORCEMENT

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

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

VI. DISSEMINATION OF POLICY

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

10. Student Check-in Procedure

1. In an effort to keep all students in our school building safe we will be conducting a check-in of every student who enters the program. Each school day, students will be checked-in the following manner as they enter the building.
2. Each student will be asked if they have anything to turn into staff that is prohibited in the building, including but not limited to hats, CD players, cell phones, iPods, MP3 players bandanas, gang affiliation materials, jackets or anything else that is disruptive to the educational environment and learning. Students are expected to turn in and lock up all things that are prohibited in school.
3. The following items need to be turned in at the door before entering the school: if not turned in they will be confiscated and only returned to legal guardian and appropriate consequences will be handed out. If a student refuses to turn the item in-question in, the student will be directed to a space to process through the situation with the building

Student Handbook

administrator or their designee. Instructional time lost will be made up as determined by the supervisor.

- a. Cell phones and all electronics not needed in the classroom
 - b. Hats, bandanas, jackets, and inappropriate clothing
 - c. Lighters
 - d. Food and drinks
 - e. Illegal items
4. It is recommended that students do not bring large amounts of money and or valuables to school. The school is not responsible for any losses to student property. We do have a locked cabinet in the school for valuables that are turned into staff in the morning.

These check-in procedures are being conducted to keep everyone in our building safe. It is because of these procedures that students feel safe in our program.

11. Structured Student Incentive System

Students enrolled in the REACH program at River Bluff Education Center are on a structured incentive program which utilizes the Boys Town Model. Using the Boys Town Model, students are taught prosocial skills through a curriculum that reinforces positive behaviors and teaches students targeted social skills.

The goal of Boys Town is to establish healthy, productive habits, so students can progress both academically and behaviorally. Students progress through levels of the system from Daily to Progress to Merit as they acquire appropriate social skills.

12. Guidelines For Behavioral Response

Educators have a primary obligation to treat students with dignity and respect and to promote the health, safety and well-being of all students. Behavior is a learned skill. When behavior is disruptive, new skills must be learned. We will use a variety of responses to teach appropriate behavior. This will ensure the safety of all students and staff in the building. The system is designed to give students time to learn from their behavior and to allow others to learn at the same time. The system is designed to teach appropriate behavior.

While at River Bluff Education Center there will be a response if a rule is violated. There are responses, or consequences, sometimes positive, sometimes negative, to every act we do. The purpose of consequences when challenging behavior occurs is to call attention to mistakes made and help you accept responsibility for your behavior. It is not the purpose of the response to embarrass or hurt in any way. Staff will respond to behavior in a logical way and as immediately as possible so that you will know the mistake that was made. Removal from class may be necessary in order for learning to continue for the student or others.

[*] Masking Policy**PURPOSE**

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on education district property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL OF STATEMENT OF POLICY

A. The policy of the education district is to comply with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.

B. Face coverings are meant to protect other people in case the wearer does not know they are infected.

C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in education district buildings and district offices or riding on education district transportation vehicles are required to wear a face covering.

D. A violation of this policy occurs when any student, staff, or other person present in a education district building, in the education district office, or on a education district transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:

1. Paper or disposable mask;
2. Cloth face mask;

Student Handbook

3. Scarf;
4. Neck gaiter;
5. Bandana;
6. Religious face covering; and
7. Medical-grade masks and respirators

B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.

C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.

B. A face shield may be used as an alternative to a face covering in the following situations:

1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic.

2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process.

3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.

4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.

C. Staff, students, and other people present in education district buildings or in district offices may temporarily remove their face covering or face shield in the following situations:

1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible;
2. When engaging in indoor physical activity where the level of exertion makes wearing a face covering difficult, though people participating in these activities should maintain six feet of distance to the extent possible;
3. During activities, such as swimming or showering, where the face covering will get wet;
4. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
5. Pre-kindergarten students age 5 years and younger participating in programming in a education district building or district office;
6. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
7. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities should maintain six feet of distance to the extent possible;
8. When required by education district staff for the purposes of identification;
9. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;
10. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level; or

Student Handbook

11. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

V. IMPLEMENTATION

A. This policy will be conspicuously posted in each education district building and administrative office and communicated to students, staff, families, and potential visitors to the education district building.

B. The education district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the education district will maintain an extra supply of face coverings for people who forget to bring their face covering.

C. The education district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the education district day, including on transportation vehicles, inside education district buildings, and generally when on education district grounds.

D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Executive Director or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the education district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.

Student Handbook

E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements of this policy conflict with MSBA Model Policy 504 – Student Dress and Appearance, this Policy shall control.

F. The education district will make available distance learning to its enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.

B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.

C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from education district property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy will be offered distance learning.

D. The education district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in an education district identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the education district for educational purposes).

Student Handbook

Acknowledgement Form

Please complete this form, sign, and return to school.

We have received a copy of the 2020-2021 Student Handbook for the Goodhue County Education District.

Student Printed Name

Student Signature

Parent/Guardian Printed Name

Parent/Guardian Signature

Parent/Guardian Printed Name

Parent/Guardian Signature

Date

B. Consideration of Building Support Secretary Position or Administrative Assistant

**GOODHUE COUNTY EDUCATION DISTRICT #6051
ADMINISTRATIVE ASSISTANT AGREEMENT**

2020-2022

I. Effective Dates, Termination, and Duties

A. Effective Dates

The following Wage and Benefit package is effective 7/1/2020 – 6/30/2022.

B. Termination During the Term

The District may terminate the employee's employment during the contract term for cause, but shall notify employee in writing of the proposed grounds for termination and the employee will have the opportunity to respond.

C. Duties

The employee shall perform the duties outlined in their job description.

D. Probationary Period

Employees shall serve a six (6) month continuous working probationary period, but the District reserves the right to extend the probationary period to the end of the school year upon written notice to the probationary employee. Employees shall be formally evaluated at least once during the probationary period.

E. Evaluations

Employees shall be formally evaluated at least once every three years following the probationary period.

II. Duty Year and Leaves

A. Basic Work Year

1. The employee's work schedule will be determined by the Director or designee, taking the requirements of the position into consideration. With agreement from Director or designee, daily hours may be flexed. This position has an FLSA Status of Exempt.
2. Employment will be for 260 days per year.

B. Emergency Days

Employees will be allowed to make up time lost due to snow emergency days, with the prior approval of their respective supervisor.

C. Sick Leave

The Administrative Assistant will earn 13 sick leave days per year. Sick leave will be prorated for employees starting after the first day of school.

Sick leave use is defined in MN Statute 181.9413. An employee may use sick leave provided by the Education District for absences due to an illness or injury to the employee's child, including a stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school, adult child, spouse, sibling, parent, grandparent, or stepparent, for reasonable periods of time as the employee's attendance may be necessary, on the same terms upon which the employee is able to use sick leave benefits for the employee's own illness or injury.

The Education District may limit the use of sick leave benefits provided by the employer for absences due to an illness or injury to the employee's adult child, spouse, sibling, parent, grandparent, or stepparent to no less than 160 hours in any 12-month period. This paragraph does not apply to absences due to the illness or injury of a child, including a

stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school.

This section does not prevent the Education District from providing greater sick leave benefits than are provided for under this section. Sick leave with pay shall be allowed whenever an employee's absence is found to have been due to his/her illness and/or disability which prevented attendance at school and performances of duties on that day or days.

Medical Certificate: The Education District may require an employee to furnish a medical certificate from a qualified physician or clinical psychologist authorized to practice, and performing within the scope of their practice, under state law as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the Education District. In the event that a medical certificate will be required, the employee will be so advised.

Deductions: Sick leave allowed shall be deducted from the accrued sick leave days earned by the employee.

Approval: Sick leave pay shall be approved only upon submission of a signed request upon the authorized sick leave pay request form available at the office.

Unused sick leave will accumulate to 165 days for an employee working 7.5 hours per day 260 days per year.

D. Bereavement Leave

Bereavement leave shall be granted up to a total of five days per incident for the death(s) of a spouse, child, stepchild, ward, or parent/guardian, grandchild, grandparent, sister, brother, aunt, uncle, niece, nephew, first cousin and the same in-laws. No deductions will be made for the first 3 days; however, the next 2 days shall be deducted from accrued sick leave days. The Director, at his or her discretion, may grant that up to 2 sick days may be used for the illness, disability or death of a close friend or other relative not specified in the subdivision above.

E. Personal Leave

Personal leave may be granted to employees working pursuant to a letter of appointment at the discretion of the Director of no more than 3 days per year, noncumulative, for business or critical personal situations that arise which cannot be attended to when school is not in session. Personal leave will be prorated for employees starting after the first day of school.

Requests for personal leave must be made in writing to the Director at least 3 days in advance. Personal leave days shall not be granted for the first and last days of the school year. The Director or designee may allow exceptions.

F. Jury Duty Leave

If the employee is absent because of jury service, the employee will receive regular salary from the District during this period of service, provided that the pay received for this jury service, less any reimbursement for mileage and expenses, will be relinquished to the District.

G. Family Medical Leave

Pursuant to the Family Medical Leave Act, 29 U.S.C. 2601 et. seq., an eligible employee shall be granted, upon written request, up to 12 weeks of unpaid leave per 12-month period in connection with (1) the birth and first-year care of a child, (2) the adoption or foster placement of a child, (3) the serious health condition of a support personnel's spouse, child, or parent, and (4) the support personnel's own serious health condition.

Requests shall be made to the Director at least 30 days in advance when practicable. Employees are expected to make reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the District.

H. Leave of Absence

A leave of absence (without pay) may be granted, for up to one year, with Board approval, to employees with at least 3 years of service for care of a grandparent, parent, spouse, child, or grandchild for up to one year without losing seniority.

Employees must notify the District of their intent to return by April 1, of the school year preceding their return. If the notification is not made, the employee will not be guaranteed a position in the coming year.

I. Holiday Pay

The District recognizes the following holidays: New Year’s Eve Day, New Year’s Day, President’s Day or float holiday if school is in session, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Thanksgiving Friday, Christmas Eve, and Christmas Day. Employees will also receive 2 paid holidays to be used at their discretion.

J. Vacation Pay

	260 Day Employees
Years 1	5 Days
Years 2-9	10 Days
Years 10-19	15 Days
20+ Years	20 Days

Employees who work a minimum of 7.5 hours per day 260 days per year are eligible to receive the full amount of vacation days. The scheduling of vacations shall be approved by the Director or designee.

III. Insurance

A. Health/Hospitalization Insurance

Group Health/Hospitalization Insurance: The District shall contribute up to the sums indicated per month for 12 months towards the cost of the group insurance plans listed below for all employees who qualify, and are enrolled in, the group insurance plans. To qualify for the insurance benefit, the employee must work at least 7.5 hours per day 260 days per year.

The District shall contribute up to the amounts equal to the certified teaching staff contribution towards the premium for the employee and the employee’s dependents for health and hospitalization and dental insurance coverage under the District’s group plan.

B. Life Insurance

The District shall provide a group term life insurance plan for the Administrative Assistant working at least 7.5 hours per day and 260 days per year, providing \$50,000 of coverage for the employee, payable to the employee’s named beneficiary.

The District shall contribute the full premium for said coverage for employees working at least 7.5 hours or more per day and 260 days per year.

C. Income Protection Insurance

Income protection insurance shall be available for the Administrative Assistant.

The District shall contribute the full premium for said coverage for those employees working at least 7.5 or more hours per day and 260 days per year.

D. Claims Against the School District

The eligibility of the employee, or the employee’s dependents or beneficiary for insurance benefits shall be governed by the terms of the insurance policies purchased by the District pursuant to this section. It is understood that the District’s only obligation is to purchase the insurance policies described herein, and no claim shall be made against the District as a result of denial by an insurer of insurance benefits if the District has purchased the policies and paid the premiums described herein.

IV. Workers Compensation

An employee who is absent from work as a result of an injury compensable under the Workers' Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit his/her Workers' Compensation check endorsed to the school district prior to receiving payment from the school district for this absence.

V. Professional Growth:

The Education District agrees to reimburse tuition fees for coursework leading to Human Resources Degree or Certificate. Maximum reimbursed is 6 semester credits/year. Credits must have preapproval of Executive Director. Reimbursed costs will be taken out of staff development funds designated for Administrative Assistant. Following the final payment, employee must remain employed and in good standing with the Education District for 3 additional years or fees must be reimbursed to Education District.

VI. Salary

The annual salary for this position shall be:

2020-2021	\$50,888
2021-2022	\$51,906

SCHEDULE A

TAX-DEFERRED, MATCHING-CONTRIBUTION PLAN:

1. The Education District shall contribute an amount equal to the employee contribution in a tax-deferred, matching-contribution plan, subject to the schedule below:

<u>Years of Service in the Education District</u>	<u>Education District Match</u>
0-3	\$750,
4-10	\$1200,
11-20	\$1500,
21+	\$2500.

2. Such plan shall be approved and subject to applicable provisions of Minnesota Statutes and IRS Code Section 403 (b) or IRS Code Section 457 and any amendments thereto.
3. The Education District's contributions are not payable unless the employee authorizes a matching salary reduction.
4. Part-time employees shall be eligible for pro-rated contributions provided the employees authorize salary reductions of an equivalent amount paid to the plan for the same period.
5. The Education District's contributions and matching employee contributions will be made to a company of the employee's choice from vendors on approved list. The employee is responsible to make all arrangements required by the vendor to insure that proper payment is made by the Education District.
6. Participation in the plan shall be voluntary.
7. Employees who are eligible to participate shall inform the Education District Office in writing of any change in annuity participation between July 1 and October 15. No other additions and/or deletions outside of this open enrollment period will be allowed during the course of the calendar year unless a defined need can be demonstrated and approved by the Director.

Goodhue County Education District

Position Description

District Administrative Assistant to the Executive Director

General Information

Job Classification:	Non-Classified
Immediate Supervisor:	Executive Director
Work Location:	River Bluff Education Center
FLSA Status:	Exempt

Position Summary

The District Administrative Assistant to the Executive Director provides support for the Executive Director and other district-level administrators, coordinates school board meetings and committee meetings; conducts administrative projects and functions; coordinates communications efforts, provides district office receptionist duties; is responsible for the processing of the District invoices and the paying of District approved payables and preparing and processing school cash deposits and records; plans, oversees, administers human resources functions for the school district; conducts all purchasing for the District; and assists with emergency announcements.

Essential Duties and Responsibilities

1.	<p>Provides administrative assistance to the Executive Director and other district-level administrators:</p> <ul style="list-style-type: none"> a) Compiles and processes confidential data and information regarding district operations, negotiations, and personnel management. b) Develops, interprets, and communicates district policies, procedures, and handbooks. c) Prioritizes, composes, edits, and formats documents on own initiative or when directed. d) Performs other general office duties such as maintaining administrator calendars, scheduling meetings and rooms, coordinating and taking notes for administrative meetings, and other tasks. e) Addresses concerns, problems, and complaints. f) Reports regularly to the Executive Director on any developments or problems within the district requiring the Executive Director's awareness or action.
2.	<p>Coordinates school board meetings and committee meetings.</p> <ul style="list-style-type: none"> a) Maintains schedule of meetings. b) Establishes agendas, obtains supporting documents, prepares agenda packets, and posts meetings as required by law. c) Ensures reports are prepared for the Executive Director and Board of Education. d) Provides historical information related to school board agendas, official activities, and decisions. e) Ensures meeting spaces and technology arrangements are prepared in advance. f) Attends school board meetings and committee meetings. g) Greets visitors at meeting. Explains procedures related to public comment. h) Takes minutes of meetings, obtains approval from School Board Clerk, and arranges for publications of approved minutes as required by law. i) Determines and implements actions needed as a result of meetings. Communicates decisions and actions with appropriate staff and community members. j) Summarizes issues after each board meeting to share with staff members and others. k) Maintains District Policies in District Manual on District Website and in handbooks.

3.	<p>Conducts administrative projects and functions:</p> <ul style="list-style-type: none"> a) Completes special projects and reports. b) Prepares data for public dissemination of information. c) Compiles required information and processes reports to various federal and state agencies. d) Communicates with school attorney as directed by the Executive Director, various local and state agencies, and the local media.
4.	<p>Coordinates communication efforts:</p> <ul style="list-style-type: none"> a) Develops internal communications plan. b) Prepares messages and brochures for distribution to internal audiences. c) Solicits feedback from students and parents. d) Coordinates communications efforts with other school employees and external groups.
5.	<p>Processes District invoices and the paying of District approved payables, and prepares and processes account payable records :</p> <ul style="list-style-type: none"> a) Sorts and prepares incoming invoices for payment. Reviews coding and inputs into the District's accounting system. Verifies invoice amounts and assures proper coding. Matches all invoices and purchase orders to assure proper documentation. b) Enters all invoices for payment. Runs payable reports to edit and print checks. Prepares checks for mailing. Runs check register, reports and keeps copies with weekly check runs and Board reports. c) Prepares weekly bank deposits and prepares a copy for recording in receipt book and coding. Prepares deposit slip for all deposits and records in receipt book. d) Maintains vendor files and information.
6.	<p>Coordinates application and interview processes. Posts vacancies. Gathers and reviews applicant information such as resumes, reference letters, licenses, and transcripts. Provides technical assistance to applicants and supervisors. Prepares interview processes, processes materials, arranges interviews, conducts interviews as needed, and collects and maintains interview notes. Communicates employment decisions to successful and unsuccessful applicants.</p>
7.	<p>Provides employee onboarding support. Coordinates paperwork completion for new employees such as the employee's I-9, W-4, criminal background check, and banking information. Explains benefits, log-in information, and basic district systems, policies, and procedures. For licensed employees, reviews transcripts and work history to determine appropriate placement on wage or salary schedules. Prepares employment contracts and reviews personnel assignments.</p>
8.	<p>Maintains personnel, driving, and medical files for employees ensuring that laws regarding data privacy and maintenance of employee records are followed.</p>
9.	<p>Administers contracts and terms and conditions of employment. Prepares individual contracts; interprets language provisions; processes lane change requests following approval; maintains seniority lists, verifies appropriate wage, salary, and insurance data; and communicates with employees about leaves, resignations, retirements, transfers, and assignments.</p>
10.	<p>Assists with administration of employee training, including blood borne pathogens, hazardous communication, and harassment. Maintains files of all employees training and follows-up with employees or their supervisors when training has not been completed.</p>

11.	Administers the school district's Workers Compensation Program. Processes claims. Assists insurance provider in conducting investigations. Communicates with the employee, medical providers, and insurance provider. Follows up with all reports of injury. Prepares and submits the annual Report of Occupational Injuries and Illnesses. Prepares the Log and Summary of Occupational Injuries and Illnesses for posting in buildings as required by OSHA. Participates in the Safety Committee to reduce workplace injuries.
12.	Manages employee benefit programs. Determines eligibility for insurance coverage and levels of school district and employee contributions. Coordinates insurance enrollment meetings and paperwork. Coordinates labor-management committee meetings. Serves as liaison for school-sponsored health clinic. Prepares reports for the Teachers Retirement Association (TRA), Public Employees Retirement Association (PERA), Equal Educational Opportunity Commission (EEOC), and other agencies. Prepares invoices and notices regarding the payment of monthly insurance premiums for retirees and FMLA and COBRA participants. Assists with preparation of reports for the Affordable Care Act (ACA).
13.	Prepares purchase orders and/or orders books and materials online. Checks orders for accuracy upon delivery. Stamps, number books and sends books/materials to appropriate building(s)/teacher(s).
14.	Assists with emergency announcements: <ul style="list-style-type: none"> a) Manages district software and related data entry. b) Maintains emergency contact lists. c) Contacts parents and/or local media when there is a late start, early release, or school closure.
15.	As needed, may provide coverage for Office Staff when he/she is absent or on break.
16.	Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).

Required Education, Training, and Work Experience

Required Education / Training:	1-2 years of college or commensurate experience
Degree Information:	Associate's Degree or commensurate experience
Major Field of Study or Degree Emphasis:	Not applicable
Required Work Experience:	Minimum of 3 years of secretarial, clerical or customer service / support experience
Licenses / Certifications Required:	<ul style="list-style-type: none"> • Driver's License • Notary Public (after employment)

Essential Knowledge Required to Perform the Essential Functions of the Position

- Fundamentals of general office procedures and practices of the district.
- Office etiquette and customer service procedures and routines.
- Specialized district software and applications.
- General record keeping maintenance routines to perform data/record maintenance in filing or recording data in hard copy or data filing systems.
- Computer operation and use.
- Use of such equipment as intercom system operation, duplicating equipment, fax machines, postage machines, computer applications for data entry or file/record maintenance, calculators and other general office equipment
- Familiarity with general office productivity software and applications (for example, word processing, spreadsheet, presentational software, email programs, social media applications, etc.)

Essential Skills Required to Perform the Work

- Problem solving and critical thinking.
- Verbal and written communication.
- Applying and using word processing applications, spreadsheet applications and specialized database applications.
- Customer service and human relations skills for dealing with employees and the public.
- Basic math skills needed to add, subtract, multiple and divide units of measure using whole numbers, fractions and/or decimals.
- Using and operating computers and applying office productivity software for basic word processing, file maintenance and data entry.
- Performing duties and tasks that require considerable attention to detail, precision and accuracy in recording, entering, tracking or monitoring district record maintenance activities.
- Ability to learn and apply building office routines and office procedures.
- Ability to learn and operate district custom applications and district software used in maintaining office records, files, lists, student data, etc.
- Operating and using general office requirement including, copies, fax machines, duplicating equipment, internet, telecommunications equipment and voice mail.
- Ability to learn and acquire skills and knowledge of other positions within area of assignment.
- Ability to manage several large projects at a time.
- Ability to maintain an organized workspace.
- Ability to complete tasks within reasonable timelines.
- Ability to be flexible in the workplace.
- Ability to handle confidential student and personnel data.

Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as Light Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

Physical Job Requirements:

	Amount of Time Spent			
	None	1/3 or Less	1/3 to 2/3	Over 2/3
Physical Activities				
Stand		X		
Walk		X		
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands arms		X		
Climb or balance	X			
Stoop, kneel, crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
Lifting / Forcing Exerted				
Up to 10 pounds				X
Up to 25 pounds		X		
Up to 50 pounds	X			
Up to 100 pounds	X			
Over 100 pounds	X			

Unusual or Hazardous Working Conditions Related to Performance of Duties:

Duties are generally performed in a typical school district office setting where there are minimal environmental hazards and risks associated with the performance of assigned duties and tasks.

Revised: 08/07/2020

Goodhue County Education District

Position Description

District Administrative Assistant to Special Education Director

General Information

Job Classification:	Non-Classified
Immediate Supervisor:	Special Education Director
Work Location:	River Bluff Education Center
FLSA Status:	Exempt

Position Summary

The District Administrative Assistant to the Special Education Director provides support for the Special Education Director and other district-level administrators, coordinates staff meetings; conducts administrative projects and functions; coordinates communications efforts, provides district office receptionist duties; is responsible for the processing of the District Third Party Billing Program; and conducts purchasing for the District; and assists with emergency announcements.

Essential Duties and Responsibilities

1.	<p>Provides administrative assistance to the Special Education Director and other district-level administrators:</p> <ul style="list-style-type: none"> a) Compiles and processes confidential data and information regarding district operations, negotiations, and personnel management. b) Develops, interprets, and communicates district policies, procedures, and handbooks. c) Prioritizes, composes, edits, and formats documents on own initiative or when directed. d) Performs other general office duties such as maintaining administrator calendars, scheduling meetings and rooms, coordinating and taking notes for administrative meetings, and other tasks. e) Addresses concerns, problems, and complaints. f) Reports regularly to the Special Education Director on any developments or problems within the district requiring the Special Education Director’s awareness or action.
2.	<p>Conducts administrative projects and functions:</p> <ul style="list-style-type: none"> a) Completes special projects and reports. b) Prepares data for public dissemination of information. c) Compiles required information and processes reports to various federal and state agencies. d) Communicates with school attorney as directed by the Special Education Director, various local and state agencies, and the local media.
3.	<p>Coordinates communication efforts:</p> <ul style="list-style-type: none"> a) Develops internal communications plan. b) Prepares messages and brochures for distribution to internal audiences. c) Solicits feedback from students and parents. d) Coordinates communications efforts with other school employees and external groups.

4.	Coordinates application and interview processes. Posts vacancies. Gathers and reviews applicant information such as resumes, reference letters, licenses, and transcripts. Provides technical assistance to applicants and supervisors. Prepares interview processes, processes materials, arranges interviews, conducts interviews as needed, and collects and maintains interview notes. Communicates employment decisions to successful and unsuccessful applicants.
5.	Provides employee onboarding support specific to Special Education Staff members.
6.	<p>Performs clerical and record keeping functions that involve significant detail, attention to accuracy and precision in performing the tasks in the prescribed manner required.</p> <ul style="list-style-type: none"> a) Establishes and maintains billing rates in conjunction with MDE/MDHS and the Goodhue County Education District. b) Creates and maintains special education forms in regards to Third Party Billing. c) Communicates with and assists special needs Nurses on PCA training, PCA time logs, student time studies, and communication with physicians. d) Communicates with Special Education Service Providers and assists with IEP service minutes and supporting documentation. e) Provides training to Special Education Service Providers regarding Third Party Billing process and documentation requirements. f) Prepares and reviews documentation required for Third Party reimbursements. This includes: <ul style="list-style-type: none"> i. Weekly uploads from SIS Systems to SpedForms for students receiving special education services. ii. Verify MA eligibility of students on MN using the MDHS website. iii. Reviews IEP information in the SIS Systems and SpedForms for all MA eligible special education students to determine qualifying services. iv. Creates, maintains, and disperses consent forms to all parents. v. Determines student insurance statuses; obtains insurance denials as appropriate. vi. Creates and maintains student file for Third Party Billing inclusive of a signed consent form and a copy of the IEP, eligibility status, time logs, trip logs, etc. vii. Maintains SpedForms inclusive of consents, eligibility status, PCA time logs, trip logs, etc. viii. Creates and maintains eligibility list for providers. ix. Creates and maintains monthly trip logs using Microsoft Access, for qualifying special education transportation students; transfers information into attendance books at the bus company. g) Maintains and shares level of professional expertise <ul style="list-style-type: none"> i. Attends training sessions, district in-services or staff meetings, including meetings/trainings on special education processes and procedures. ii. Assists in special projects, as appropriate. iii. Learns and is cross trained in other administrative and support functions within the department/program/building.
7.	Prepares purchase orders and/or orders books and materials online. Checks orders for accuracy upon delivery. Stamps, number books and sends books/materials to appropriate building(s)/teacher(s).
8.	<p>Assists with emergency announcements:</p> <ul style="list-style-type: none"> a) Manages district software and related data entry. b) Maintains emergency contact lists. c) Contacts parents and/or local media when there is a late start, early release, or school closure.
9.	As needed, may provide coverage for Office Staff when he/she is absent or on break.
10.	Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).

Required Education, Training, and Work Experience

Required Education / Training:	1-2 years of college or commensurate experience
Degree Information:	Associate's Degree or commensurate experience
Major Field of Study or Degree Emphasis:	Not applicable
Required Work Experience:	Minimum of 3 years of secretarial, clerical or customer service / support experience
Licenses / Certifications Required:	<ul style="list-style-type: none">• Driver's License• Notary Public (after employment)

Essential Knowledge Required to Perform the Essential Functions of the Position

- Fundamentals of general office procedures and practices of the district.
- Office etiquette and customer service procedures and routines.
- Specialized district software and applications.
- General record keeping maintenance routines to perform data/record maintenance in filing or recording data in hard copy or data filing systems.
- Computer operation and use.
- Use of such equipment as intercom system operation, duplicating equipment, fax machines, postage machines, computer applications for data entry or file/record maintenance, calculators and other general office equipment
- Familiarity with general office productivity software and applications (for example, word processing, spreadsheet, presentational software, email programs, social media applications, etc.)

Essential Skills Required to Perform the Work

- Problem solving and critical thinking.
- Verbal and written communication.
- Applying and using word processing applications, spreadsheet applications and specialized database applications.
- Customer service and human relations skills for dealing with employees and the public.
- Basic math skills needed to add, subtract, multiple and divide units of measure using whole numbers, fractions and/or decimals.
- Using and operating computers and applying office productivity software for basic word processing, file maintenance and data entry.
- Performing duties and tasks that require considerable attention to detail, precision and accuracy in recording, entering, tracking or monitoring district record maintenance activities.
- Ability to learn and apply building office routines and office procedures.
- Ability to learn and operate district custom applications and district software used in maintaining office records, files, lists, student data, etc.
- Operating and using general office requirement including, copies, fax machines, duplicating equipment, internet, telecommunications equipment and voice mail.
- Ability to learn and acquire skills and knowledge of other positions within area of assignment.
- Ability to manage several large projects at a time.

- Ability to maintain an organized workspace.
- Ability to complete tasks within reasonable timelines.
- Ability to be flexible in the workplace.
- Ability to handle confidential student and personnel data.

Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as Light Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

Physical Job Requirements:

	Amount of Time Spent			
	None	1/3 or Less	1/3 to 2/3	Over 2/3
Physical Activities				
Stand		X		
Walk		X		
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands arms		X		
Climb or balance	X			
Stoop, kneel, crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
Lifting / Forcing Exerted				
Up to 10 pounds				X
Up to 25 pounds		X		
Up to 50 pounds	X			
Up to 100 pounds	X			
Over 100 pounds	X			

Unusual or Hazardous Working Conditions Related to Performance of Duties:

Duties are generally performed in a typical school district office setting where there are minimal environmental hazards and risks associated with the performance of assigned duties and tasks.

Revised: 08/07/2020

Goodhue County Education District

Position Description

Building Support Secretary

General Information

Unit:	Non-Classified
Immediate Supervisor:	Executive Director or Designee
Work Location	River Bluff Education Center
FLSA Status:	Non-Exempt

Position Summary

The Building Support Secretary is responsible for providing receptionist duties for the main district office; screening and monitoring the public and visitors coming into the building for security; answering inquiries and directing visitors/callers to appropriate parties within administration; providing clerical support to district administrators; and for providing assistance in maintaining district files and records (e.g. census information, student enrollment, etc.); and other duties as assigned.

Essential Duties and Responsibilities

1.	<p>Provides customer service, receptionist and general office support duties for the District Office and its administrators.</p> <ul style="list-style-type: none"> a) Greets and provides information to visitors, parents, students and staff regarding their general questions and directs persons to appropriate parties, as necessary. b) Performs general office duties such as preparing correspondence, answering phones, maintaining files and records, and sorting incoming mail. c) Screens and assists visitors coming into the District Office assure security and no alerts are present on the visitor and provides visitor passes. d) Answers and relays phone calls to appropriate staff and/or takes messages.
2.	<p>Provides Project Support.</p> <ul style="list-style-type: none"> a) Provides project support to district administration as needed. b) Works with district administration on identifying issues of concern with programming and helping to establish new procedures. c) Assist district administration in creating and updating the Minnesota Common Course Catalog. d) Maintains and submits all Restrictive Procedures Data for the member districts.

3.	<p>Enters student/parent census information into the student information system for all new enrollees in the Goodhue County Education District.</p> <ul style="list-style-type: none"> a) Answers any questions that students or parents may have or refer them to others in the district regarding enrollment issues/questions. b) Requests student records for former school district and forwards records to the school that the student will be attending. c) Verifies Emergency Health Information is accurate and sent to providers as necessary. d) Manages Free and Reduced Lunch information. e) Maintains Goodhue County Education District student lists and information for state and local reporting.
4.	<p>Manages the Student Information System (SIS) and Student Records.</p> <ul style="list-style-type: none"> a) Enrolls/Exits students in the District SIS. b) Creates Courses each semester in the District SIS. c) Creates student schedules in the District SIS. d) Manages student/staff schedule changes in District SIS. e) Creates and maintains student transcripts. f) Prints and mails report cards and progress reports. g) Maintains master enrollment spreadsheet with accurate contact information. h) Provides graduation requirement updates as requested.
5.	<p>Maintains various transportation records, files, and/or records.</p> <ul style="list-style-type: none"> a) Maintains and updates records of employees certified to drive students in accordance with requirements. b) Makes schedules for students with IEP's that cannot ride the bus. Schedules pick-up and drop-off times for students. Notifies van drivers of any changes in schedules. c) Maintains the transportation notebook and schedule of employees utilizing the district van for field trips, out-of-town classes, etc. Distributes gas cards and keeps the keys for district vehicles. d) Schedules vans for Kid's Junction and Community Education classes and/or events.
6.	<p>Use of technology.</p> <ul style="list-style-type: none"> a) Operates standard office, word processing and data entry equipment. b) Uses state and district data systems. c) Supports staff data systems.
7.	<p>Prepares, assembles and distributes Board packets; posts upcoming meetings, and prepares meeting minutes.</p>
8.	<p>Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).</p>

Required Education, Training, and Work Experience

Required Education / Training:	High school diploma or GED
Degree Information:	Not applicable
Major Field of Study or Degree Emphasis:	Not applicable
Required Work Experience:	Minimum of 1 year of secretarial, clerical or customer service / support experience
Licenses / Certifications Required:	None

Essential Knowledge Required to Perform the Essential Functions of the Position

- Fundamentals of general office procedures and practices of the district.
- Office etiquette and customer service procedures and routines.
- Specialized district software and applications used in updating, recording or entering student records or district information (e.g. census; student enrollment, purchase orders, etc.).
- General record keeping maintenance routines to perform data/record maintenance in filing or recording data in hard copy or data filing systems.
- Computer operation and use.
- Use of such equipment as intercom system operation, duplicating equipment, fax machines, postage machines, computer applications for data entry or file/record maintenance, calculators and other general office equipment
- Familiarity with general office productivity software (i.e. word processing, spreadsheet, presentational software, email programs, etc.)

Essential Skills Required to Perform the Work

- Applying and using word processing applications, spreadsheet applications and specialized database applications.
- Customer service and human relation skills in assisting, dealing with and applying proper phone etiquette and informational assistance in dealing with district employees, students and the public.
- Basic math skills needed to add, subtract, multiple and divide units of measure using whole numbers, fractions and/or decimals.
- Using and operating computers and applying office productivity software for basic word processing, file maintenance and data entry.
- Performing duties and tasks that require considerable attention to detail, precision and accuracy in recording, entering, tracking or monitoring district record maintenance activities.
- Ability to learn and apply building office routines and office procedures.
- Ability to learn and operate district custom applications and district software used in maintaining office records, files, lists, student data, etc.
- Operating and using general office requirement including, copies, fax machines, duplicating equipment, internet, telecommunications equipment and voice mail.
- Ability to learn and acquire skills and knowledge of other positions within area of assignment.
- Ability to manage several large projects at a time.
- Ability to maintain an organized workspace.
- Ability to complete tasks within reasonable timelines.
- Ability to be flexible in the workplace.
- Ability to handle confidential student and personnel data.

Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as Light Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

Physical Job Requirements:

	Amount of Time Spent			
	None	1/3 or Less	1/3 to 2/3	Over 2/3
Physical Activities				
Stand		X		
Walk		X		
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands arms		X		
Climb or balance	X			
Stoop, kneel, crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
Lifting / Forcing Exerted				
Up to 10 pounds				X
Up to 25 pounds		X		
Up to 50 pounds	X			
Up to 100 pounds	X			
Over 100 pounds	X			

Unusual or Hazardous Working Conditions Related to Performance of Duties:

Duties are generally performed in a typical school district office setting where there are minimal environmental hazards and risks associated with the performance of assigned duties and tasks.

Classification History and Approval

Revised: 8/7/2020

GOODHUE COUNTY EDUCATION DISTRICT #6051
SUPPORT STAFF CONDITIONS OF EMPLOYMENT
 (Building Support Specialists, COTAs, Interpreters, and LPNs)
 2020-2022

I. Effective Dates, Termination, and Duties

A. Effective Dates

The following Wage and Benefit package is effective 7/1/2020-6/30/2022.

B. Termination During the Term

Support staff are employee's at will. During the contract term, the District may terminate the employee's employment without any reason or may terminate the employee's employment.

C. Duties

The support staff shall perform the duties outlined in their job description.

D. Probationary Period

Employees shall serve a six (6) month continuous working probationary period, but the District reserves the right to extend the probationary period to the end of the school year upon written notice to the probationary employee. Employees shall be formally evaluated at least once during the probationary period.

E. Evaluations

Employees shall be formally evaluated at least once every three years following the probationary period.

II. Duty Year and Leaves

A. Basic Work Year

1. The employee's work schedule will be determined by the Director or designee, taking the requirements of the position into consideration.
2. Hours worked in excess of 40 hours per week will be paid at time and a half times the employee's hourly rate and shall be approved by the Director or designee in advance. In case of an emergency, the Director shall be notified during the next working day after the overtime is worked provided no prior approval can be given.
3. All hours worked on Sunday shall be paid at double time rates. Recognized holidays, if worked, shall be paid at time and one-half rate.
4. The employee's work schedule may be modified in the event of school closures either at the member district or education district level.

B. Emergency Days

Building Support Specialists, COTAs, Interpreters, and LPNs, do not work on snow days. In the event of early dismissal for snow emergency days employees will be paid to the next quarter hour (rounded up). Employees not required to report have the option to use personal time for pay.

C. Sick Leave

10 Month Employee	11 Month Employee	12 Month Employee
10 Days	11 Days	12 Days

Employees must work at least 20 hours a week to qualify for sick leave benefit. Days are interpreted as the length of your regularly scheduled workday. For example, if you normally work six hours per day, three days of leave is interpreted to mean three days that are six hours in length, which is 18 hours. To request one day of leave, your request

form would show that you plan to use six hours of leave. Annual sick leave shall accrue monthly as it is earned on a proportionate basis to the employees work year. The District may require an employee to furnish a medical certificate from a qualified physician indicating that the absence was due to illness of the employee, spouse or dependent.

Sick leave use is defined in MN Statute 181.9413. An employee may use sick leave provided by the Education District for absences due to an illness or injury to the employee's child, including a stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school, adult child, spouse, sibling, parent, grandparent, or stepparent, for reasonable periods of time as the employee's attendance may be necessary, on the same terms upon which the employee is able to use sick leave benefits for the employee's own illness or injury.

The Education District may limit the use of sick leave benefits provided by the employer for absences due to an illness or injury to the employee's adult child, spouse, sibling, parent, grandparent, or stepparent to no less than 160 hours in any 12-month period. This paragraph does not apply to absences due to the illness or injury of a child, including a stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school.

This section does not prevent the Education District from providing greater sick leave benefits than are provided for under this section. Sick leave with pay shall be allowed whenever an employee's absence is found to have been due to his/her illness and/or disability which prevented attendance at school and performances of duties on that day or days.

Employees shall be allowed to accumulate to 130 days. Very serious illness in the immediate family (spouse, child, parent/guardian, grandparent, grandchild, sister, brother, and the same in-laws) will be treated as sick leave up to a limit of five days in any one school year.

If an employee resigns or retires, accumulated sick leave is forfeited.

D. Bereavement Leave

Bereavement leave shall be granted up to a total of five days per incident for the death(s) of a spouse, child, stepchild, ward, or parent/guardian, grandchild, grandparent, sister, brother, aunt, uncle, niece, nephew, first cousin and the same in-laws. No deductions will be made for the first 3 days; however, the next 2 days shall be deducted from accrued sick leave days. The Director, at his or her discretion, may grant that up to 2 sick days may be used for the illness, disability or death of a close friend or other relative not specified in the subdivision above.

E. Personal Leave

Employees must work at least 20 hours a week to qualify for personal leave benefit. Days are interpreted as the length of your regularly scheduled workday. For example, if you normally work six hours per day, three days of leave is interpreted to mean three days that are six hours in length, which is 18 hours. To request one day of leave, your request form would show that you plan to use six hours of leave. Personal leave may be granted to employees working pursuant to a letter of appointment at the discretion of the Director of no more than 3 days per year, noncumulative, for business or critical personal situations that arise which cannot be attended to when school is not in session. Personal leave will be prorated for employees starting after the first day of school.

Requests for personal leave must be made in writing to the Director at least 3 days in advance. Not more than one person per program will be approved for personal leave on a particular day. Personal leave days shall not be granted for the first and last days of the school year. The Director or designee may allow exceptions.

At any time, no more than 1 employee within this agreement per building can be out on a personal leave with a limit of 2 total for the Education District.

E. Jury Duty Leave

If the employee is absent because of jury service, the employee will receive regular salary from the District during this period of service, provided that the pay received for this jury service, less any reimbursement for mileage and expenses, will be relinquished to the District.

F. Family Medical Leave

Pursuant to the Family Medical Leave Act, 29 U.S.C. 2601 et. seq., an eligible employee shall be granted, upon written request, up to 12 weeks of unpaid leave per 12-month period in connection with (1) the birth and first-year care of a child, (2) the adoption or foster placement of a child, (3) the serious health condition of a support personnel’s spouse, child, or parent, and (4) the support personnel’s own serious health condition.

Requests shall be made to the Director at least 30 days in advance when practicable. Support Personnel are expected to make reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the District. Paid leave must be exhausted before unpaid leave may be used.

G. Leave of Absence

A leave of absence (without pay) may be granted up to one year, with Board approval, to employees with at least 3 years of service. Employees must notify the District of their intent to return by April 1, of the school year preceding their return.

H. Holiday Pay

The District recognizes the following holidays: New Year’s Day, President’s Day or float holiday if school is in session, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Thanksgiving Friday, Christmas Eve, and Christmas Day.

Employees must work at least 20 hours a week to qualify for holiday pay. Employees working pursuant to a letter of appointment and regularly scheduled to work a minimum of 7 hours per day and 210 days per year over a 12 month work year will be paid for all holidays that fall during a week in which they work. These employees will also receive 2 paid holidays to be used at their discretion.

Employees working a minimum of 20 hours per week and 50 days per year over a 9 month school calendar will receive holiday pay for Thanksgiving Day, Thanksgiving Friday, Christmas Eve, Christmas Day, New Year’s Day and Memorial Day. They must submit on their timecard the number of hours equal to a normal work day for the holiday and timely submit said timecard to the District.

H. Vacation Pay

	11 & 12 Month Employees
Years 1	4 Days
Years 2-9	8 Days
Years 10-19	12 Days
20+ Years	16 Days

Employees working a minimum of 7 hours per day and 11 or 12 months per year are eligible for vacation pay. Employees working at least 7 hours per day 11 or 12 months per year will receive the number of vacation days described in the schedule above. The scheduling of vacations shall be approved by the Director or designee.

Days are interpreted as the length of your regularly scheduled workday. For example, if you normally work six hours per day, three days of leave is interpreted to mean three days that are six hours in length, which is 18 hours. To request one day of leave, your request form would show that you plan to use six hours of leave.

In the event of a Support Personnel termination, the Support Personnel may then receive pay, therefore, in lieu of his/her actual use of the vacation time.

III. Insurance

A. Health and Dental Insurance

Group Insurance: Health and Dental Insurance shall be available for Support Personnel.

For the 2020-2021 year and the 2021-2022 year, the District shall contribute to Health Insurance up to \$400/month to pay health-hospitalization insurance for employees working at least 7 hours per day and 175 days per year.

Any additional premium, including premiums for those employees not eligible for the above contribution shall be the responsibility of the employee.

B. Life Insurance

- C. The District pursuant to their letter of appointment shall provide a group term life insurance plan for Support Personnel, providing \$50,000 of coverage for the employee, payable to the employee's named beneficiary.

Income protection insurance shall be available for Support Personnel working a minimum of 200 days per year and 7 hours per day pursuant to a letter of appointment.

The District shall contribute the full premium for said coverage for those employees working 7 or more hours per day and at least 200 days.

D. Claims Against the School District

The eligibility of the employee, or the employee's dependents or beneficiary for insurance benefits shall be governed by the terms of the insurance policies purchased by the District pursuant to this section. It is understood that the District's only obligation is to purchase the insurance policies described herein, and no claim shall be made against the District as a result of denial by an insurer of insurance benefits if the District has purchased the policies and paid the premiums described herein.

IV. Workers Compensation

An employee who is absent from work as a result of an injury compensable under the Workers' Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit his/her Workers' Compensation check endorsed to the school district prior to receiving payment from the school district for this absence.

V. Salary

For the 2020-2021 and the 2021-2022 school year, salaries are paid according to the Board approved Wage Grid (Appendix A)

Increment Step

An employee must work at least 50% or more of the scheduled work year to be eligible for the next step of the wage schedule the following year.

APPENDIX A

**SUPPORT STAFF WAGE SCHEDULE
2020-2022**

STEP	Building Support Specialist	LPN	Interpreter/COTA
1	\$14.83	\$17.17	\$23.77
2	\$15.29	\$17.62	\$24.47
3	\$15.74	\$18.05	\$25.18
4	\$16.19	\$18.51	\$25.82
5	\$16.64	\$18.95	\$26.43
6	\$17.09	\$19.41	\$27.04
7	\$17.52	\$19.86	\$27.65
8	\$17.97	\$20.29	\$28.26
9	\$18.43	\$20.75	\$28.88
10	\$18.87	\$21.20	\$29.49

\$2.00 MARSS duties

Initial placement on the salary schedule will be determined by the District dependent on relevant experience in the field.

Mileage

Approved mileage will be reimbursed at the current Federal Rate.

SCHEDULE A

TAX-DEFERRED, MATCHING-CONTRIBUTION PLAN:

1. The Education District shall contribute an amount equal to the employee contribution in a tax-deferred, matching-contribution plan, subject to the schedule below:

<u>Years of Service in the Education District</u>	<u>Education District Match</u>
0-3	No Match,
4-10	\$500.00,
11-20	\$1000.00,
21+	\$1500.00.

The Education District's maximum, lifetime contribution to the tax-deferred, matching- contribution plan is \$20,000.00 for each employee.

2. Such plan shall be approved and subject to applicable provisions of Minnesota Statutes and IRS Code Section 403 (b) or IRS Code Section 457 and any amendments thereto.
3. The Education District's contributions are not payable unless the employee authorizes a matching salary reduction.
4. Part-time employees shall be eligible for pro-rated contributions provided the employees authorize salary reductions of an equivalent amount paid to the plan for the same period.
5. The Education District's contributions and matching employee contributions will be made to a company of the employee's choice from vendors on approved list. The employee is responsible to make all arrangements required by the vendor to insure that proper payment is made by the Education District.
6. Participation in the plan shall be voluntary.
7. Employees who are eligible to participate shall inform the Education District Office in writing of any change in annuity participation between July 1 and October 15. No other additions and/or deletions outside of this open enrollment period will be allowed during the course of the calendar year unless a defined need can be demonstrated and approved by the Director.

VI. New Business:

A. Fall Opening 2020-21 School Year

Board Resolution

Adoption of Base Learning Model for the 2020-2021 School Year and Other COVID-19 Related Matters

WHEREAS, Minnesota Statutes Section 123B.09 vests the care, management, and control of independent districts in the school board; and

WHEREAS, the Executive Director of the Goodhue County Education District 6051-61 [hereinafter the “Director”] is responsible for the management of the schools, the administration of all School District policies, and is directly accountable to the School Board; and

WHEREAS, when responsibilities are not specifically prescribed nor School District policy applicable, the Director shall use personal and professional judgment, subject to review by the School Board, pursuant to School District Policy 302, *Executive Director*;

WHEREAS, on March 13, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-01, which declared a peacetime emergency in Minnesota in response to the COVID-19 pandemic; and

WHEREAS, on July 30, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-82 and the Safe Learning Plan for 2020-2021 (the “Safe Learning Plan”), which set forth five Learning Models (in-person learning for all, in-person learning for elementary students and hybrid learning for secondary students, hybrid learning for all students, hybrid learning for elementary students and distance learning for secondary students, and distance learning) and authorized all school districts in the State of Minnesota to select and implement an appropriate base Learning Model in accordance with, and subject to, the Safe Learning Plan; and

WHEREAS, the Minnesota Department of Education (“MDE”) has issued and may continue to issue written guidance for Minnesota schools on educational issues related to COVID-19; and

WHEREAS, the Minnesota Department of Health (“MDH”) has issued and may continue to issue written guidance for Minnesota schools on public health issues related to COVID-19; and

WHEREAS, the Director and the administration of the Education District have conferred with the School Board regarding the available Learning Models, the current MDE and MDH requirements for each, and other relevant information; and

WHEREAS, based upon the collective consideration of these factors, the Director has recommended to the School Board that in-person learning for elementary students and hybrid learning for secondary students will be the base Learning Model to be implemented at the commencement of the 2020-2021 school year.

NOW, THEREFORE, BE IT RESOLVED, by the School Board of the Goodhue County Education District No. 6051-61 as follows:

Section 1: The Director is hereby directed to implement the following base Learning Model to open the 2020-2021 school year: In-person learning for elementary students and hybrid learning for secondary students.

Section 2: The Director is hereby authorized, after consultation with the School Board Chair and notification to the School Board, to select and implement a different Learning Model for the School District without School Board action if the Director reasonably believes that prompt implementation of a different Learning Model is necessary, and that constraints of time and public health considerations render it impractical to hold a School Board meeting to approve the implementation. The Learning Model selected and implemented by the Director shall continue in effect unless and until the School Board, in consultation with the Director and appropriate education district staff and public health officials, deems it in the best interest of the Education District and its students to implement a different Learning Model.

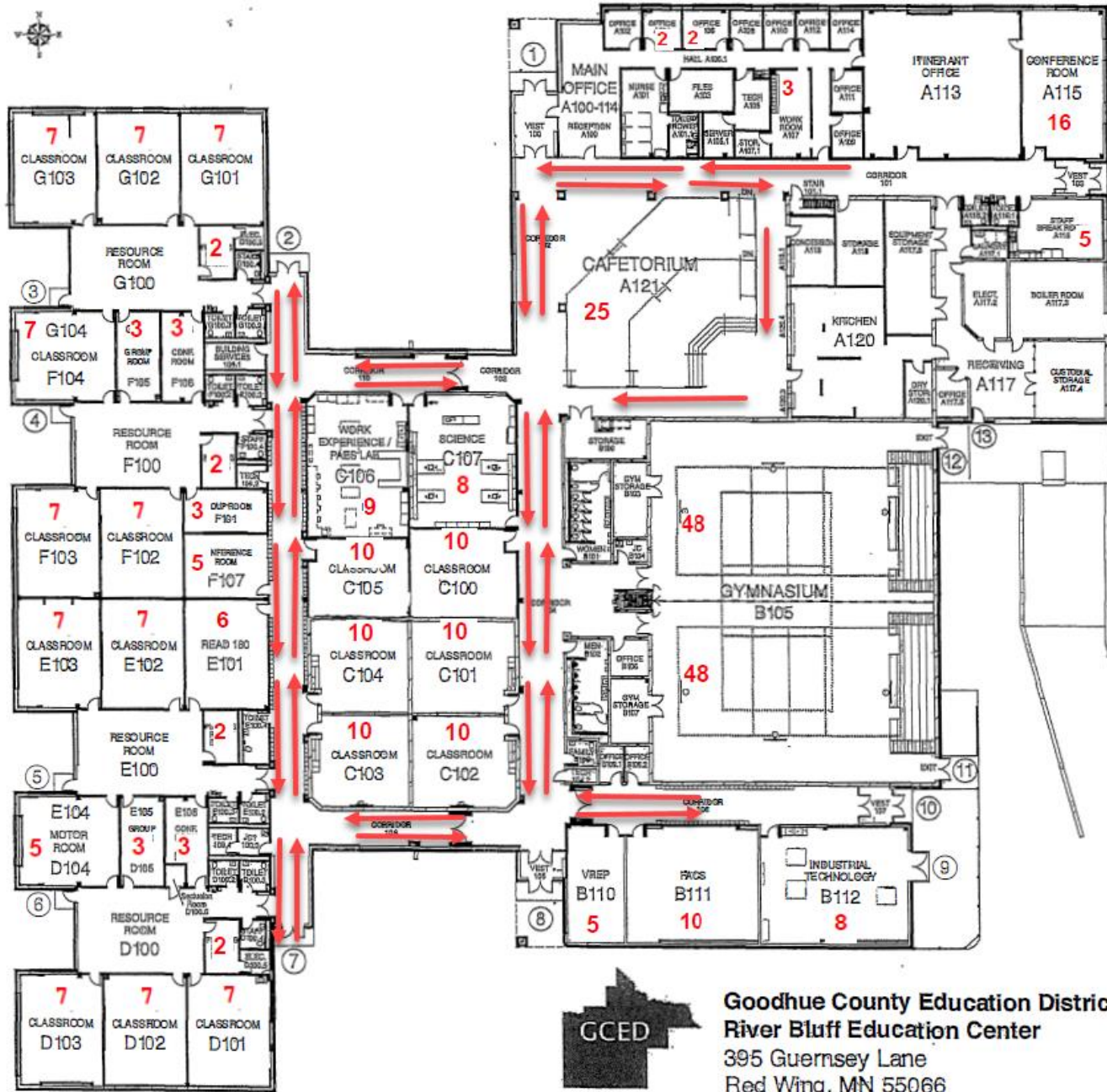
Section 3: The Director will provide regular updates to the School Board regarding the Education District's efforts to implement COVID-19 related educational and public health guidance issued by the MDE and the MDH, respectively.

Adopted this 13th day of August, 2020.

Roll Call Vote

School Board Chair

School Board Clerk



**COVID-19 Preparedness Plan
Physical Distancing Map
Prepared 06/2020**

Red numbers represent maximum capacity for that room. This is a total occupancy number (students + adults). If a room has no number listed. Maximum capacity is one (1).

Pod areas are to be used for passing and limited capacity.



**Goodhue County Education District 6051
River Bluff Education Center
395 Guernsey Lane
Red Wing, MN 55066**

Considerations for Fall 2020

July 23, 2020

Assumptions

- COVID-19 will likely exist until a vaccine is created
- A vaccine could be in wide use within the year
- Ability to move between instructional models will be necessary
- Students deserve the best, equitable and safe education
- Staff deserve tools to do their job and situations where their safety is maintained

With these initial assumptions in mind, as of July 23, 2020...

The Outline

This presentation focuses on our plan.



This presentation will NOT answer everyone's questions. It is not intended to. This should show that GCED has done significant thinking about educating our students and keeping students/staff/families safe and that we are making progress and staying flexible.

Checklist Key



Completed/Ready to Go



In Progress or already started but not complete

2020-2021 GCED Planning Document

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Requirement	In-person S-1	Hybrid S-2	Distance S-3	Assigned and Notes
Contactless Pickup and Delivery Meals and Materials	No			
Covid-19 Building Coordinator	Yes	Yes	yes	Meals = RW
Provide Social Distancing Floor/Seating Markings in Waiting and Reception Areas	Yes	Yes	No	Materials = 2 pencil boxes per child (home/school)
Systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing. Consider reducing capacity or adding routes to allow for more physical space between riders. See Additional Requirements, Scenario 2, below, for transportation-related requirements specific to Scenario 2.	Yes	Yes	No	Jenny/Nicole - will discuss an RDEC plan beginning with a survey to teachers
Systematically review and evaluate classroom capacity with the goal of creating as much space between people as possible, recognizing that it is not always feasible to have 6 feet of social distancing during primary instructional time in the classroom. Consider reducing class sizes or using alternative spaces with greater capacity to allow for more physical space between people.	Yes	Yes	No	Plan for language accessibility (Spanish, etc.) (Brian)
Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times they may congregate (e.g., during lunch, arrival and dismissal, restrooms, locker rooms, etc.)	Yes	Yes	No	Jenny to check in with each member district this week (7.21) on transportation
Have staff monitor arrival and dismissal to curtail congregating and ensure students go straight from vehicle to their classroom, and vice versa.	Yes	Yes	No	Review protocol for physical distancing
Nonessential visitors, volunteers, and activities involving external groups or organizations should be restricted.	Yes	Yes	No	Locker assignments determined/spacing
Discontinue self-service food or beverage distribution in the cafeteria. Meals, snacks, and beverages served at school must be individually packaged, wherever possible. Where individual packaging is not possible, food and	Yes	Yes	No	Walking Flow
	Yes	Yes	No	Jen/Shelly
	Yes	Yes	No	1 bus/vehicle at a time to enter and exit
	Yes	Yes	No	Cherie with Community Ed
	Yes	Yes	No	Jillynne with Leadership Team

Eliminating the Digital Divide

We eliminated the digital divide during Spring Distance Learning and this will continue for 2020-21.

- Every student has a Chromebook
- Every student w/out home Internet access was provided access

Going forward we need to increase ...

- Ongoing tech support for students, families and staff
- Assure we have equity for our students with tech

Providing Families Educational Options

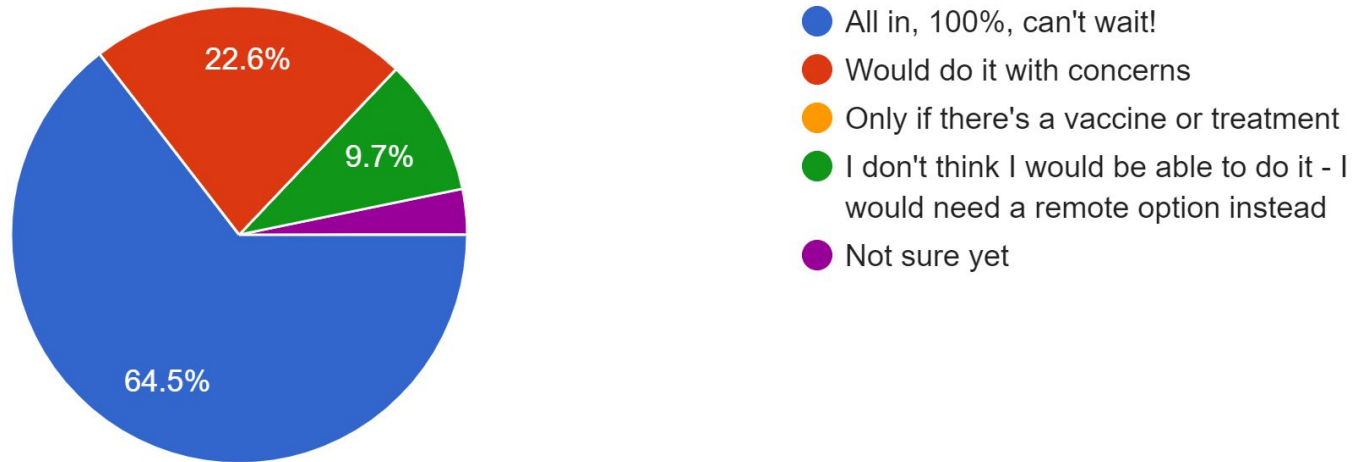
As Fall draws near, we must meet the needs of students and families facing concern and anxiety over student safety. Providing options will support students/families, retain enrollment, and mitigate loss of students to other programs.

Family Survey Results

Family feelings about face-to-face, in person learning.

For the 2020-21 school year, how are you feeling about the option of face-to-face, in person?

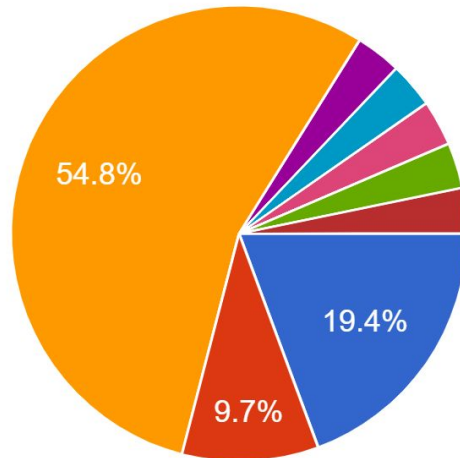
31 responses



Family feelings about distance learning.

For the 2020-21 school year, how are you feeling about the option of distance learning instruction?

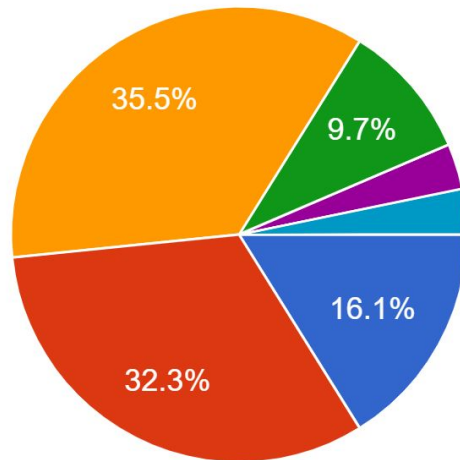
31 responses



- Very comfortable, I can do this
- I don't think I would be able to do
- Only if there's no other option
- Preferred if no vaccine or treatment is available
- I'm a full time working Mom. im prayin...
- My son struggled so badly with distan...
- Don't want it send them to school
- I won't send my child back to a distanc...
- My student did a good job with distanc...

Family feelings about the option of hybrid learning.

For the 2020-21 school year, how are you feeling about the option of hybrid learning, which would combine in-person with distance learning on a rot...e of day, days of the week, weeks of the month)?
31 responses

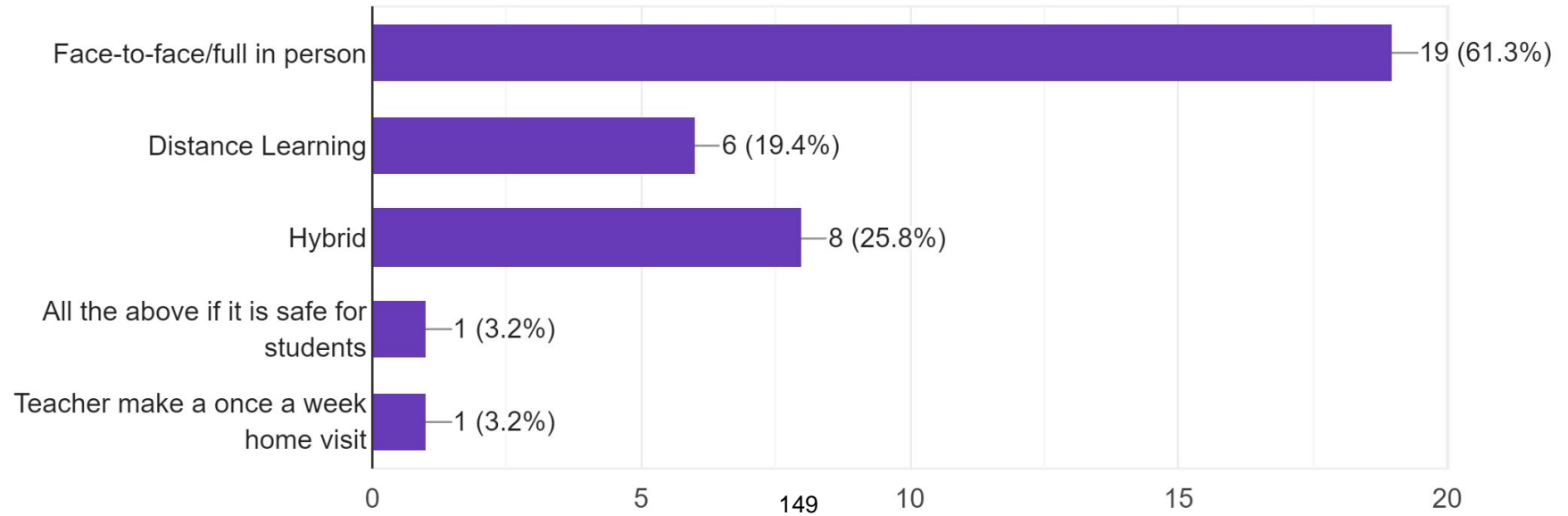


- A feasible option
- Could make it work
- Have lots of questions
- Would not be able to do this
- I will not do this.
- How would distance learning work to help my son at home. When there is no one else there to help him work through programming.

Which option are you most comfortable with?

Which of the three models are you most comfortable with?

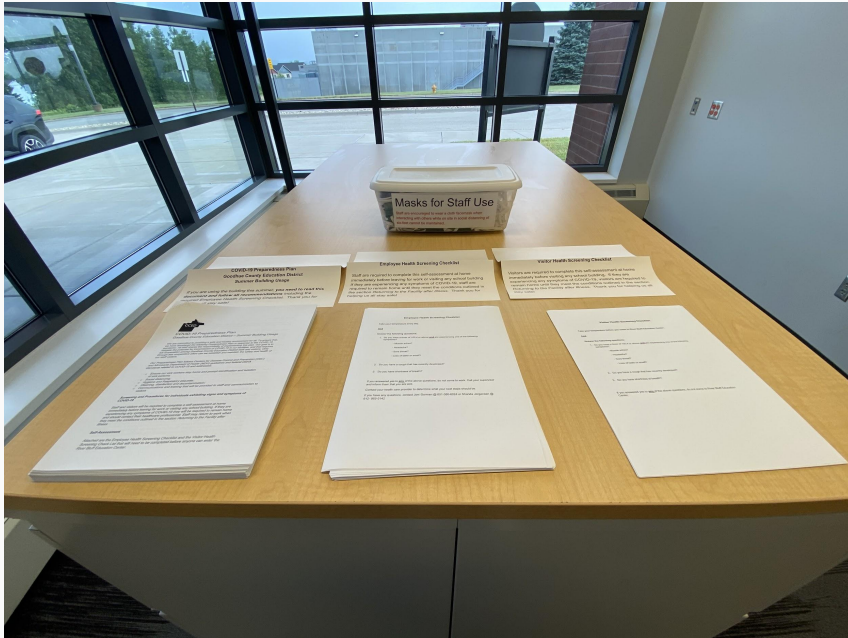
31 responses



Expanding Physical Health and Safety of Students and Staff

- COVID-19 [Preparedness Plan](#)
- Social Distance [Map](#)
- Systemic utilization of new cleaning equipment and techniques
- Teaching students and staff about new procedures
- Individual learning and teaching materials
- Providing masks, gloves and other PPE
- Continued use of hand sanitizer, portable hand washing stations
- Use of social distancing and training posters
- Multiple entrances, one way hallways, meals in classrooms for some

Availability of COVID-19 Response Plan



Expanding Emotional Health and Safety of Students and Staff

- Continued Social Emotional Support system for students and staff
- We have developed new virtual counseling and support strategies
- All of our plans allow students and families to staff engaged in school activities
- Parent coffee meet is in planning stage

Feeding our Students

- We continued to provide breakfast and lunch to all students throughout the Spring
- All learning options will still make meals available to all students
- We will feed students in modified environments



Creating Connections with Students, Families and Staff

- Continue activities and school practices virtually, including SLMH
- Virtual community service projects
- Virtual student after school activities
- Virtual meetings but more importantly other connections with families
- Virtual coffee with staff

88%

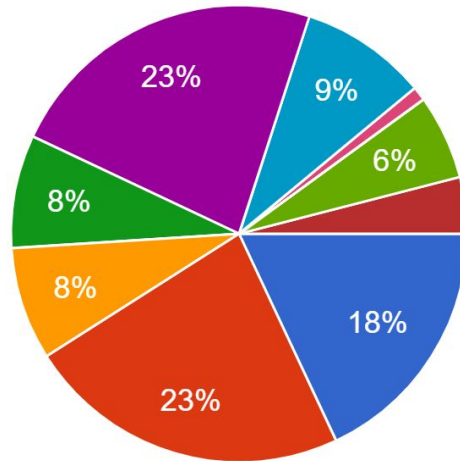
Percent of GCED Staff Completing Survey



Staff role in the system.

What is the role you have within the district?

100 responses

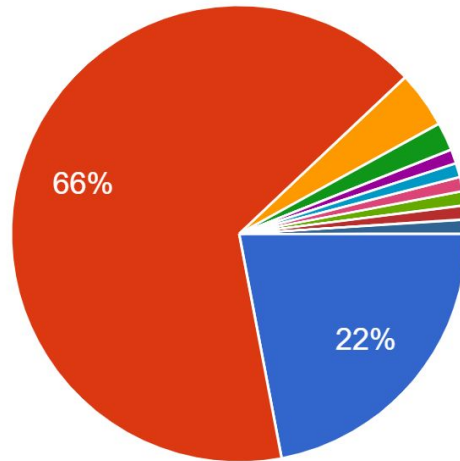


- Special Education Paraprofessional
- Special Education Teacher
- General Education Teacher
- Social Worker
- Itinerant
- Psychologist
- Nurse
- Administrative Assistant
- Administrator or Coordinator

Staff feelings about face-to-face, in person learning.

For the 2020-21 school year, how are you feeling about the option of face-to-face, in person?

100 responses



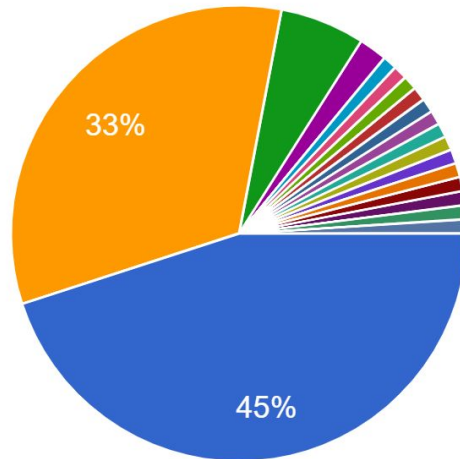
- All in, 100%, can't wait!
- Would do it with concerns
- Only if there's a vaccine or treatment
- I don't think I would be able to do it - I...
- What does face-to-face look like for iti...
- Have concerns due to medical and ha...
- Nearly all of my work is by email or ph...
- Prefer face-to-face, but believe this w...

▲ 1/2 ▼

Staff feelings about distance learning.

For the 2020-21 school year, how are you feeling about the option of distance learning instruction?

100 responses



- Very comfortable, I can do this
- I don't think I would be able to do
- Only if there's no other option
- Preferred if no vaccine or treatment is...
- NA
- It isn't ideal. I could make it work. Ther...
- preferred over hybrid and potentially p...
- Do it with concerns.

▲ 1/3 ▼

Staff feelings about the option of hybrid learning.

For the 2020-21 school year, how are you feeling about the option of hybrid learning, which would combine distance learning and in person with a role of day, days of the week, weeks of the month)?

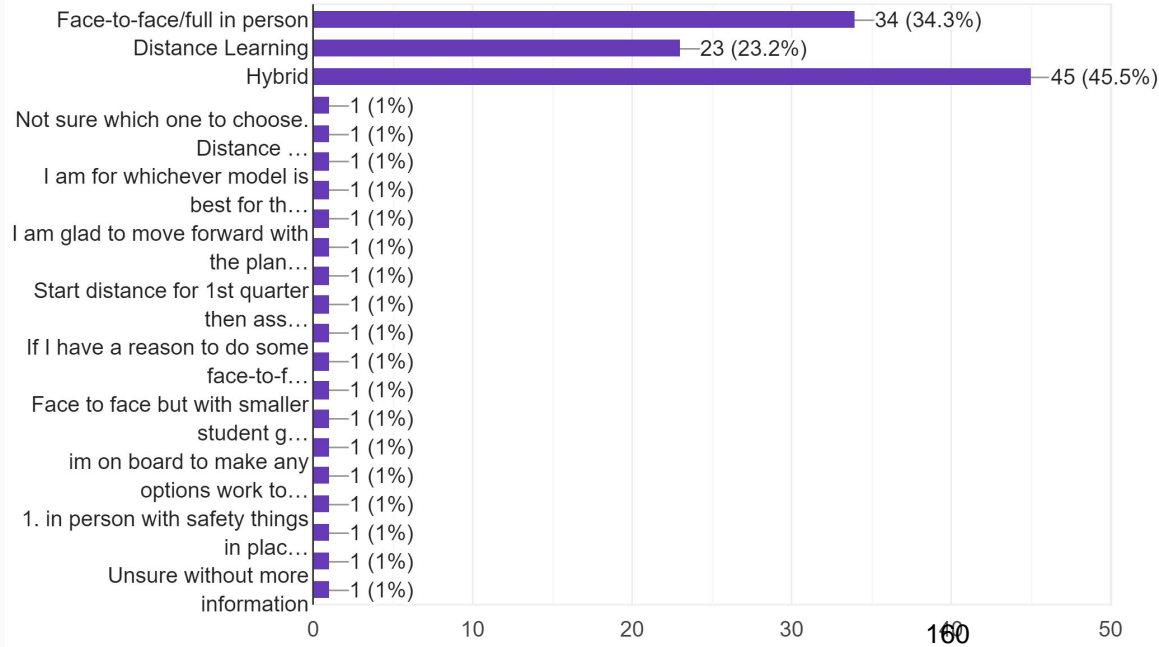
100 responses



Which option are you most comfortable with?

Which of the three models are you most comfortable with?

99 responses



RBEC - The Three Scenarios

Scenario 1 - In-person learning for all students.











- Covid-19 Building Coordinator designated
- Students attend every day for the full day
- Try to maintain 6 feet apart as best we can
- One way hallways and use of multiple entrances
- Cafetorium will be used for lunches
- Restrict visitors and volunteers
- Post signs to reinforce daily routines for healthy hygiene behaviors
- Student Health Check upon arrival













Scenario 2: Hybrid model with strict social distancing and capacity limits

- Continue Safety Features from Scenario 1
- Building at 50% capacity as determined by State Fire Marshall and strict 6 feet of social distancing at all times
- Students attend RBEC every other week
- Contactless pick up and delivery of meals
 - Lunches will occur in the classrooms
- Virtual learning will take place for weeks not at school
- Wednesdays would be virtual for all students
 - Department meetings, PLC time, Brainstorming
 - 1:1 virtual academic & SEL meetings with students

Continued Hybrid model

Week 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1					
Group 2					

Week 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1					
Group 2					

164

Scenario 3: Distance learning only

- Instruction will take place virtually for all students
- Students will be provided with chromebooks
- Coordination for materials to be dropped off and picked up
- Clearly defined roles for paraprofessionals will be outlined
- Structured schedule provided for families to outline instructional times
- Wednesdays continue to be teacher meeting times

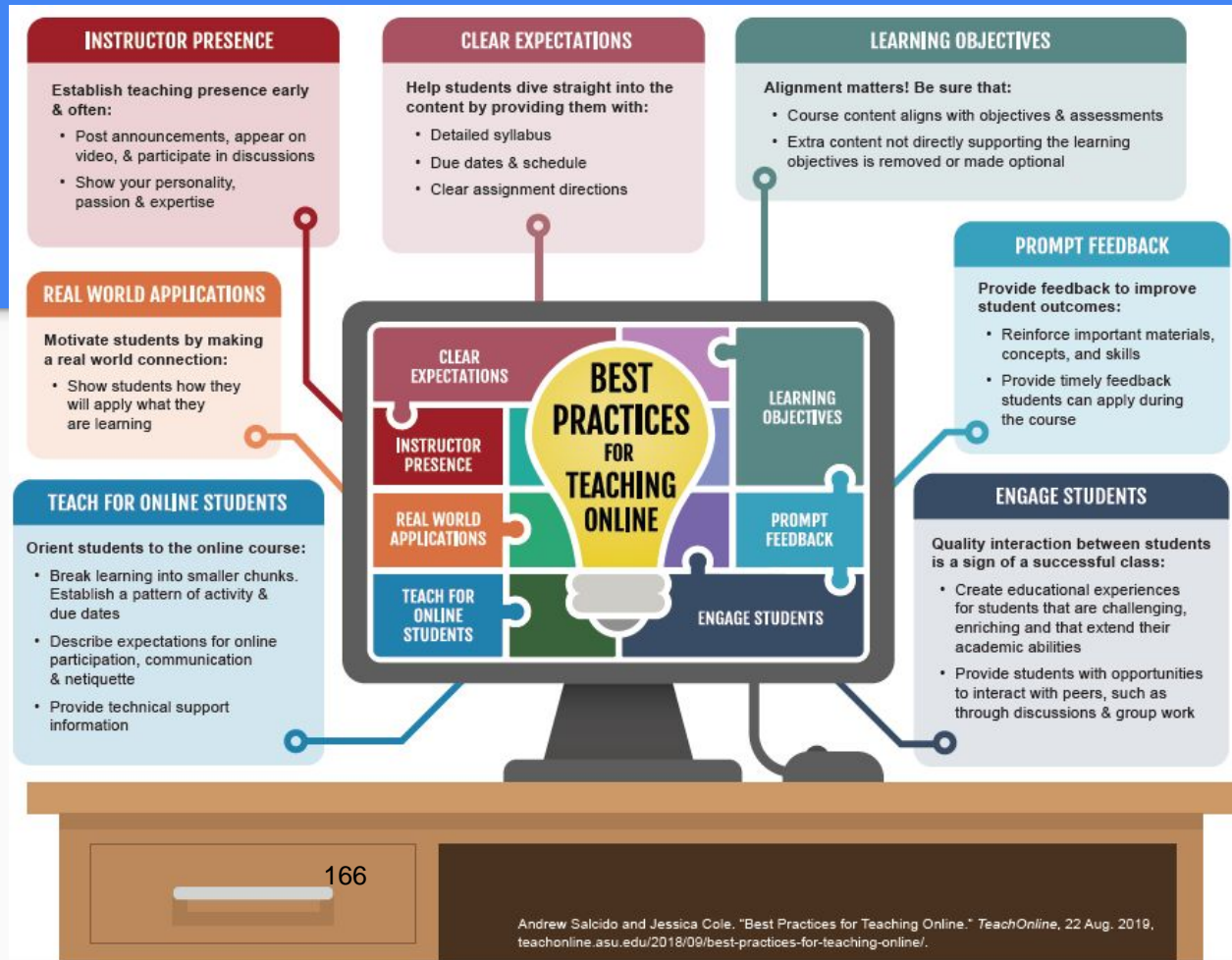


Instructional Practice

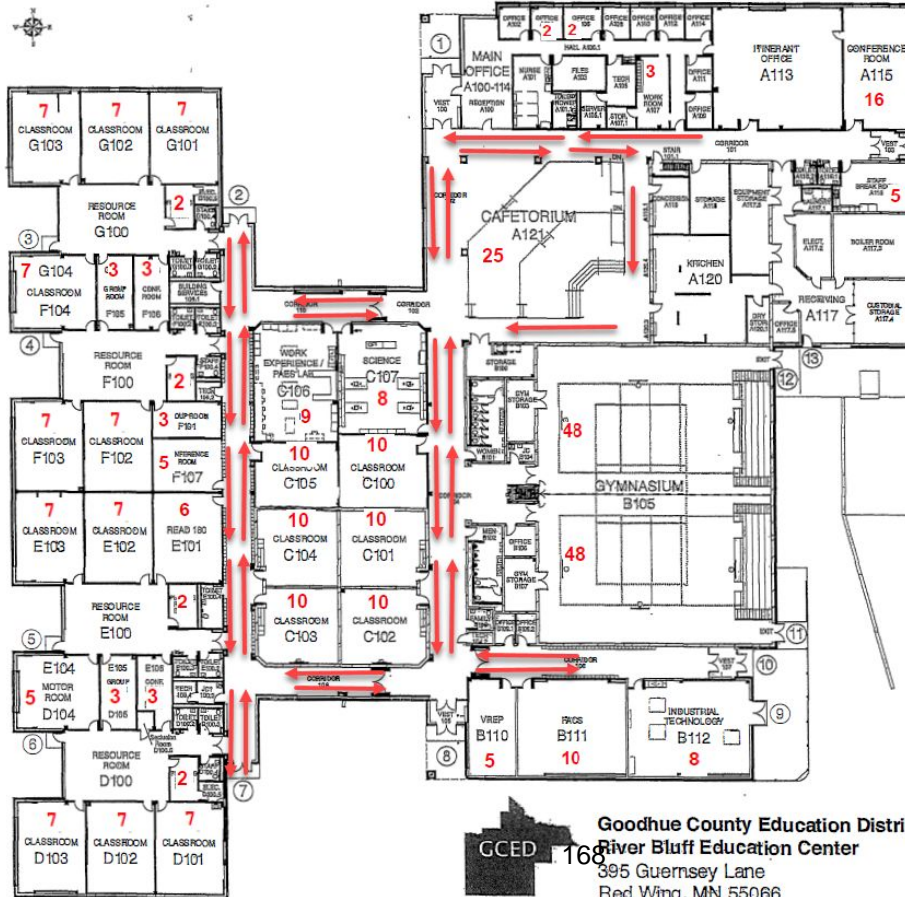
What we learned from the Spring....

For either a Hybrid or Distance Learning Scenario, our instruction will include teaching online.

We are using this diagram to guide our practices and enhance student outcomes.







**COVID-19 Preparedness Plan
Physical Distancing Map
Prepared 06/2020**

Red numbers represent maximum capacity for that room. This is a total occupancy number (students + adults). If a room has no number listed. Maximum capacity is one (1).

Pod areas are to be used for passing and limited capacity.



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Itinerant and Related Service Provision

- In Scenario 1 (in-person learning for all students), staff will continue to provide service as they have in the past.
- In Scenario 2 (hybrid)
 - Staff who are assigned to one building will push in, pull out, or provide via Zoom per each district's hybrid plan.
 - Staff who are assigned to one district will work with administration to reduce exposures, ie. staff may stay in one building and provide virtual service to other buildings.
 - Staff who are assigned to multiple districts will work with administration to reduce exposures - these staff will likely provide all service virtually
- In Scenario 3 (distance learning), staff will provide services via online platform.
- The MDE may provide additional requirements or options for service delivery.

GCED Staff Assigned to Member Districts

This group includes EL Teachers, Coaches and those not in the Itinerant Group

- Follow the Return to School Plan of the assigned district.
- Those staff assigned to more than one district will work with administration to coordinate service.

Personal Protective Equipment (PPE)

- MDE will provide:
 - One mask for each staff member and student, one test kit for each staff member and face shields for all licensed staff and 50% of support staff.
- GCED will provide:
 - Five for each staff member. Staff may also chose to use their own masks.
 - Gloves
 - Face Shields - two varieties are available to itinerants and staff in programs where 6 feet of social distancing can't be maintained.
 - Gowns are ordered for situations delineated by MDH.
 - Plexiglass guards will be in place at reception, itinerant area, nurses office, & principal's office.
 - Movable plexiglass guards will be provided to SPLs, School Psychologists, evaluation teams, and others with a need.

Questions



Data for K-12 Schools: 14-day COVID-19 Case Rate by County

Updated 8/6/2020

This document includes data that can be used by schools in making decisions about their safe learning model. It shows the number of cases by county of residence in Minnesota over 14 days, per 10,000 people by the date of specimen collection (when a person was tested). Any increase in case incidence can represent a greater risk, but schools may consider a 14-day case rate of 10 or more cases per 10,000 to be an elevated risk of disease transmission within the local community, especially when the level of cases per week is sustained or increasing over time.

Recommended policy options based on 14-day case rate range

Policy Option	Range (14-day case rate per 10,000 people)
In-person learning for all students	0 to less than 10
Elementary in-person, Middle/high school hybrid	10 to less than 20
Both hybrid	20 to less than 30
Elementary hybrid, Middle/high school distance	30 to less than 50
Both distance	50 or more

14-day case rate per 10,000 people by date of specimen collection

County Name	5/31 - 6/13	6/7 - 6/20	6/14 - 6/27	6/21 - 7/4	6/28 - 7/11	7/5 - 7/18	7/12-7/25
Dakota	8.30	8.08	10.55	13.27	15.09	17.10	19.08
Dodge	2.43	5.83	9.72	9.72	10.20	12.63	9.23
Goodhue	5.41	4.76	4.11	5.19	4.98	4.54	3.68
Olmsted	9.87	12.02	15.81	14.76	17.77	18.95	14.70
Rice	31.63	25.09	17.64	14.45	13.23	10.19	10.64
Steele	3.00	7.63	10.63	9.54	11.45	14.45	14.72
Wabasha	2.33	3.26	3.72	1.86	6.05	12.09	12.56

Number of counties in each range

Date	0 to less than 10	10 to less than 20	20 to less than 30	30 to less than 50	50 or more
6/1 to 6/13	74	6	2	3	2
6/7 to 6/20	72	9	3	1	2
6/14 to 6/27	63	20	1	1	2
6/21 to 7/4	60	22	1	3	1
6/28 to 7/11	50	27	4	4	2
7/5 to 7/18	40	32	9	3	3
7/12-7/25	46	28	10	3	0

Adopted: _____

MSBA/MASA Model Policy 808
Orig. 2020

Revised: _____

808 COVID-19 FACE COVERING POLICY

[Note: The Governor’s Emergency Executive Order 20-81 generally requires Minnesotans to wear a face covering in certain settings and circumstances, including in various school settings. Emergency Executive Order 20-82 states that all Minnesota public schools must adhere to parameters determined by Minnesota Department of Health (“MDH”) in implementing or shifting between in-person learning, hybrid learning and distance learning. MDH’s Safe Learning Plan for 2020-21 and the 2020-2021 Planning Guide for Schools requires school district and charter schools to develop and implement a face covering policy that is clearly posted and communicated to students, staff, families, and potential visitors to the school building. The provisions of this policy substantially reflect the requirements of the 2020-2021 Planning Guide for Schools, Executive Order 20-81, and Executive Order 20-82.]

I. PURPOSE

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL OF STATEMENT OF POLICY

- A. The policy of the education district is to comply with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.
- B. Face coverings are meant to protect other people in case the wearer does not know they are infected.
- C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.
- D. A violation of this policy occurs when any student, staff, or other person present in a school building, in the education district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

- A. A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
 - 1. 1. Paper or disposable mask;
 - 1. 2. Cloth face mask;
 - 1. 3. Scarf;
 - 1. 4. Neck gaiter;
 - 1. 5. Bandana;
 - 1. 6. Religious face covering; and
 - 1. 7. Medical-grade masks and respirators
- A. B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.
- A. C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

- A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- B. A face shield may be used as an alternative to a face covering in the following situations:
 - 1. 1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic.
 - 1. 2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process.

1. 3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.
 1. 4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.
- C. Staff, students, and other people present in school buildings or in district offices may temporarily remove their face covering or face shield in the following situations:
1. 1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible;
 1. 2. When engaging in indoor physical activity where the level of exertion makes wearing a face covering difficult, though people participating in these activities should maintain six feet of distance to the extent possible;
 1. 3. During activities, such as swimming or showering, where the face covering will get wet;
 1. 4. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
 1. 5. Pre-kindergarten students age 5 years and younger participating in programming in a school building or district office;
 1. 6. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
 1. 7. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities should maintain six feet of distance to the extent possible;
 1. 8. When required by school staff for the purposes of identification;
 1. 9. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;

1. 10. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level; or
1. 11. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

V. IMPLEMENTATION

- A. A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.
- A. B. The education district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the education district will maintain an extra supply of face coverings for people who forget to bring their face covering.
- A. C. The education district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.
- A. D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Executive Director or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the education district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- A. E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements of this policy conflict with MSBA Model Policy 504 – Student Dress and Appearance, this Policy shall control.
- A. F. The education district will make available distance learning to its enrolled

students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.
- B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.
- C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from school property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy will be offered distance learning.
- D. The education district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in a school identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the school for educational purposes).

Legal References: Emergency Executive Order 20-81
Emergency Executive Order 20-82
Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)
Minn. Stat. § 12.45 (Violations; Penalties)

Cross References: MSBA/MASA Model Policy 807 (Health and Safety Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)

C. Upcoming Meeting Format

VII. **Other:**

VIII. **Comments: Board/Director**

IX. **Next Meeting Date: August 27th, 2020 at 7:00 pm at the River Bluff Education Center in Red Wing.**

X. **Adjournment**