

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Wednesday, June 23, 2021 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:**
- II. **Consent Agenda:**
 - A. Approval of May 27, 2021 Minutes

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GOODHUE COUNTY EDUCATION DISTRICT BOARD
AGENDA
Thursday, May 27, 2021 at 7:00 PM
Via ZOOM

AGENDA Members Present: Katie Lochner-CF; Jerry Stehr-GDH; Kevin Anderson-KW; Dawn Balow-LC; Arlen Diercks-RW; Jim Wendt-ZM; Cherie Johnson, Jillynne Raymond, Jackie Paradis, Brian Cashman, Cindy Luhman-GCED

- I. **Call to Order/Adoption of Agenda:** Dawn Balow called the meeting to order. Jim Wendt motioned to adopt the agenda. Kevin Anderson seconded, motion carried by roll call vote: Jim Wendt-yes; Dawn Balow-yes; Katie Lochner-yes; Kevin Anderson-yes; Arlen Diercks-yes; Jerry Stehr-yes.
- II. **Consent Agenda:**
 - A. Approval of April 22, 2021 Minutes: Jim Wendt motioned to approve the April 22, 2021 minutes and claims. Jerry Stehr seconded, motion carried by roll call vote: Kevin Anderson-yes; Dawn Balow-yes; Katie Lochner-yes; Arlen Diercks-yes; Jerry Stehr-yes; Jim Wendt-yes.
 - B. Approval of Claims: Jim Wendt
 - C. Staff Updates:
 1. **Resignations:** *Tessa Nobach, ECFE Teacher/Coordinator-ZM*
 2. **New Hire:** *Brenda Houck, Instructional Coach-RW; Elizabeth Diggins, Teacher-RBEC; Julie Braford, Teacher-RBEC; Kim Cory, Principal-5RiversOnline; Lauren Grammond, Social Worker- RBEC/TV; Madeline Ocel, SLPA-LC; Nick Walther, Teacher-RBEC; Ryan Paulson, Teacher- RBEC; Joni Schake, Teacher-RBEC; Stephanie Schiltz, Teacher-RBEC; Amanda McDonnell, Paraprofessional- ESY/CCS/GERS Program; Annmarie Kuyath, Paraprofessional- ESY/CCS/GERS Program; Bridget Larson, Paraprofessional- ESY/CCS/GERS Program; Brooklynn Stewart, Paraprofessional-ESY/CCS/GERS Program; Carie Dicke, Paraprofessional- ESY/CCS/GERS Program; Christina Burawa, Paraprofessional-ESY/CCS/GERS Program; Cynthia Billman, Paraprofessional- ESY/CCS/GERS Program; Danielle Matthies, Paraprofessional-ESY/CCS/GERS Program; Elizabeth Peterson, Paraprofessional- ESY/CCS/GERS Program; Elizabeth Pearson, Paraprofessional-ESY/CCS/GERS Program; Gloria Machado, Paraprofessional-ESY/CCS/GERS Program; Hannah Daley, Paraprofessional- ESY/CCS/GERS Program; Jacquie Morrow, Paraprofessional-ESY/CCS/GERS Program; Jamie Hall, Paraprofessional-ESY/CCS/GERS Program; Jasmyn Armstrong, Paraprofessional- ESY/CCS/GERS Program; Jenny Hokanson, Paraprofessional- ESY/CCS/GERS Program; Jessica Thiel, Paraprofessional-ESY/CCS/GERS Program; Jodi Lundell, Paraprofessional- ESY/CCS/GERS Program; Kailee Acosta, Paraprofessional-ESY/CCS/GERS Program; Kandi Kirchner, Paraprofessional- ESY/CCS/GERS Program; Kathy Flotterud, Paraprofessional- ESY/CCS/GERS Program; Kristy Keim, Paraprofessional-ESY/CCS/GERS Program; Lori Kenney, Paraprofessional-ESY/CCS/GERS Program; Mackenzie Noll, Paraprofessional- ESY/CCS/GERS Program; McKenzie Cordes, Paraprofessional-ESY/CCS/GERS Program; Melissa Hoppman, Paraprofessional-ESY/CCS/GERS Program; Michelle Seydel, Paraprofessional-ESY/CCS/GERS Program; Olivia Bailey, Paraprofessional- ESY/CCS/GERS Program; Renee Kreye, Paraprofessional-ESY/CCS/GERS Program; Sari Gordon, Paraprofessional-ESY/CCS/GERS Program; Sean Wingfield, Paraprofessional-ESY/CCS/GERS Program; Shannon Masker, Paraprofessional- ESY/CCS/GERS Program; Shannon Chitty, Paraprofessional-ESY/CCS/GERS Program; Tashina Stewart, Paraprofessional-ESY/CCS/GERS Program; Naomi Mewhorter, Paraprofessional-ESY/CCS/GERS Program; Amanda Rothstein, Paraprofessional-*

ESY/CCS/GERS Program; Shelly Angell, Teacher-ESY/CCS/GERS Program; Lynn Booth, SLP-ESY/CCS/GERS Program; Amanda Boyum, Teacher-ESY/CCS/GERS Program; Julie Braford, Teacher-ESY/CCS/GERS Program; Demi Brunkhorst, Teacher-ESY/CCS/GERS Program; Megan Carlson, SLP-ESY/CCS/GERS Program; Erica Cordes, Teacher- ESY/CCS/GERS Program; Tanya Cordes, Teacher-ESY/CCS/GERS Program; Sarah Cowell, Teacher-ESY/CCS/GERS Program; Sami Cromer, Teacher-ESY/CCS/GERS Program; Sarah Curtis, Teacher-ESY/CCS/GERS Program; Angela Dahlen, DHH-ESY/CCS/GERS Program; Brenda Debner, Teacher-ESY/CCS/GERS Program; Molly Dodge-Brage, SW-ESY/CCS/GERS Program; Jesse Duden, Teacher-ESY/CCS/GERS Program; Kayla Fihn, Teacher-ESY/CCS/GERS Program; Nicole Gnotke, Teacher-ESY/CCS/GERS Program; Emily Grobe, Teacher-ESY/CCS/GERS Program; Megan Hanten, Teacher-ESY/CCS/GERS Program; Anne Idler, Teacher-ESY/CCS/GERS Program; Andrea King, SW-ESY/CCS/GERS Program; Laurie King, Teacher-ESY/CCS/GERS Program; Samantha Kraft, Teacher-ESY/CCS/GERS Program; Karin Meyer, Teacher-ESY/CCS/GERS Program; Rachel Millage, Teacher-ESY/CCS/GERS Program; Kennedy Mueller, Teacher-ESY/CCS/GERS Program; Jen Nerison, Teacher-ESY/CCS/GERS Program; Rebecca Nolan, SLP-ESY/CCS/GERS Program; Katie Nystuen, Teacher- ESY/CCS/GERS Program; Ryan Paulson, Teacher-ESY/CCS/GERS Program; Joni Schake, Teacher-ESY/CCS/GERS Program; Kelsey Sletten, Teacher-ESY/CCS/GERS Program; Nick Walther, Teacher-ESY/CCS/GERS Program; Ellie Warrington, Teacher-ESY/CCS/GERS Program; Alexa Williams, Teacher-ESY/CCS/GERS Program; Melissa Zenzen, Teacher- ESY/CCS/GERS Program; Brenda Schmit, Teacher-ESY/CCS/GERS Program; Josh Banks, Teacher-ESY/CCS/GERS Program; Julie Walz, Paraprofessional-ESY/CCS/GERS Program; Heidi Mitchell, Teacher-ESY/CCS/GERS Program; Kaitlyn Taylor, Teacher-ESY/CCS/GERS Program; Siri Quam, Teacher-ESY/CCS/GERS Program; Amanda Starkson, Paraprofessional-ESY/CCS/GERS Program; Holly Schaefer, Paraprofessional-ESY/CCS/GERS Program; Marla Walters, Paraprofessional-ESY/CCS/GERS Program; Lynda Barrett, Paraprofessional- ESY/CCS/GERS Program; Peggy Burow, Paraprofessional-ESY/CCS/GERS Program; Nicole Flom, Paraprofessional-ESY/CCS/GERS Program; Heather Breyer, Paraprofessional- ESY/CCS/GERS Program; Jane Sanders, Paraprofessional, ESY/CCS/GERS Program; Jodie Thompson, Paraprofessional-ESY/CCS/GERS Program; Kendra Gadiant, Paraprofessional- ESY/CCS/GERS Program; Katie Lecy, SLP-ESY/CCS/GERS Program; Stephanie Weisenbeck, SLP-ESY/CCS/GERS Program; Tiffany Vikdal, Teacher-ESY/CCS/GERS Program; Mindy Robertson, Paraprofessional-ESY/CCS/GERS Program; Shelly Speltz, Intervener-ESY/CCS/GERS Program; Molly Lindhart, Teacher-ESY/CCD/GERS Programs; Michelle Matthees, Intervener- ESY/CCS/GERS Programs; Abigail Olson, Paraprofessional-ESY/CCS/GERS Program; Madeline Sundheim, Teacher-ESY/CCS/GERS Program; Anne Anderson, Teacher- ESY/CCS/GERS Program; Kiersten Jacobson, Teacher-ESY/CCS/GERS Program; Jennifer Erickson, Paraprofessional-ESY/CCS/GERS Program.

3. **Transfers:**
4. **Re-assignment:**

III. Public:

IV. Reports and Communication:

- A. **Business Manager Report:** Jackie Paradis reported on the 2020-2021 budget as of 4/30/2021. We have received \$22,856,431 or 165.54% of the revised revenue budget, compared to 65.51% at 4/30/2020 and 66.55% at 4/30/2019. Without the COP proceeds, we have received \$9,434,428 which is 68.33% of the revised budget. We have expended \$9,602,401 or 68.19% of the revised expense budget, compared to 64.97% at 4/30/2020 and 64.29% at 4/30/2019. Jackie Paradis mentioned that the COP proceeds are sitting in a trust fund and are being used to make the payments on the old lease. The new payments will come from lease levy. Cash flow has improved. We are not looking at a cash flow shortage for the remainder of 2020-2021. The April bank reconciliation has been included in the board packet for your information.
- B. **5RiversOnline Update:** Cherie Johnson commented that we have hired the principal for

5RiversOnline School. Included in the board packets are two documents explaining the online school along with the K-6 schedule and the 7-12 schedule. Cherie Johnson shared a video which has been shared with the member districts. Additional videos are being produced for K-6 and another for 7-12. Member district students enrolled in 5RiversOnline will continue to generate the same ADM for their resident district that they would if they were enrolled in brick and mortar in that district. Cherie Johnson overviewed the website, 5RiversOnline.org. Dawn Balow asked if we envision students currently enrolled as homeschool to join. Cherie Johnson responded that some homeschooling situations may enroll to support their programming options. An example of this might be a shared time situation. Students can enroll in shared time or full-time. Cherie Johnson began a weekly Thursday AM meeting that district staff can attend to ask questions. Cherie Johnson mentioned that Edgenuity will be used at the secondary level. For a full time student the cost will be \$1200 per student per year.

- C. **Summer Programming:** Cherie Johnson mentioned all districts will have credit recovery and targeted services, along with ESY and COVID-19 Compensatory Services. Funding was estimated in April and will be finalized and allocated to members in late summer.
- D. **Career and Technical Education/Perkins:** Brian Cashman gave the CTE/Perkins report. Twenty-three school districts serving 25 high schools are supported by our consortium. Last school year we received \$202,000 in funding. Five thousand, seven hundred forty-five students have taken a CTE course within 6 Career Fields, 16 Career Clusters and 79 Career Pathways. Brian Cashman shared a YouTube link that highlights what is happening in and around Goodhue County. Dawn Balow asked what happened during COVID-19. Brian Cashman said they were able to continue, with more things done via zoom.
- E. **English Learner Programing:** Brian Cashman gave the EL programming report. EL programming is designed to support emerging bilingual students in grades K-12 with approximately 120 students in all the member districts including Walter McGinnis and St. John's RW. Member districts receive designated EL funding from the state and GCED accesses Federal Title III funds through the Title III consortium. There are three intertwined goals of EL programming: 1. Language Acquisition, 2. Content Knowledge, including credit accumulations, and 3. Social Connections, including peer-to-peer and with school personnel. We serve two languages at this time, Spanish and Chinese. Translation and Interpretation: We have Limited English Proficiency (LEP)/Emerging Bilingual Families in each of our member districts. We have a legal and ethical obligation to ensure that our communication (both written and oral) is accessible to all families. Any communication made available to non-LEP families must be made available to LEP families in their native language. Translation and Interpretation is a shared responsibility and one that will continue to need to be worked on.
- F. **Q Comp – WBWF Annual Report:** Cherie Johnson commented that this report is due to MDE by June 15th. Jillynne Raymond presented information on the Q Comp goals that were achieved.
- G. **Fall Professional Development Plans:** Cherie Johnson shared the Summer Symposium schedule. All member district staff are invited to attend. The annual GCED day will be August 26th and plans are to be in-person.

V. **Old Business:**

- A. **GCED Calendar Revision:** This will be the calendar for 5RiversOnline School. This follows the GCED calendar with the exception of the early start PLC days and the orientation dates. Jim Wendt motioned to approve. Katie Lochner seconded, motion carried by roll call vote: Dawn Balow-yes; Katie Lochner-yes; Arlen Diercks-yes; Jerry Stehr-yes; Kevin Anderson-yes; Jim Wendt-yes.

VI. **New Business:**

- New Hires/Resignation:** New ESY/CCS/GERS staff: Michelle Zidlickey, Nathan Warneke, Denielle Flaugh, Angela Hu, Patty Kriese. **Resignation:** Karen Adams, ECSE Teacher-KW. Katie Lochner motioned to approve the additions new ESY/CCS/GERS staff and the resignation of Karen Adams. Jim Wendt seconded, motion carried by roll call vote: Katie Lochner-yes; Arlen Diercks-yes; Jerry Stehr-yes; Jim Wendt-yes; Kevin Anderson-yes; Dawn Balow-yes.
- A. **Policies with Non-substantive Changes:** Cherie Johnson mentioned these were some policies that missed getting switched from school district to education district, some dates were revised incorrectly and some policies were missing contact names. We have gone through the 100, 200, 300, 400, and 500's will work on the other ones next meeting. Jim Wendt motioned to approve the policies with non-substantive changes. Katie Lochner seconded, motion carried by roll call vote: Arlen Diercks-yes; Jerry Stehr-yes; Jim Wendt-yes; Kevin Anderson-yes; Dawn Balow-yes; Katie Lochner-yes.
- B. **1st Reading New Policies for Consideration:** Cherie Johnson mentioned that these new policies are

straight from MSBA and policies that we don't currently have in place.

- C. **1st Reading Revised Policies:** Cherie Johnson presented the first reading of the revised policies. Arlen Diercks questioned if the Masking policy would be updated and feels it should be reviewed sooner than later. Cherie Johnson will add it to the reading of revised policies.
- D. **Fernbrook Agreement:** Cherie Johnson presented the Fernbrook Agreement for the 2021-2022 school year. Jim Wendt motioned to approve the Fernbrook Agreement for the 2021-2022 school year. Dawn Balow seconded, motion carried by roll call vote: Jerry Stehr-yes; Jim Wendt-yes; Kevin Anderson-yes; Dawn Balow-yes; Katie Lochner-yes; Arlen Diercks-yes.
- E. **Preliminary 2021-22 Budget:** Jackie Paradis presented the Preliminary budget for 2021-2022. GCED was not eligible for the ESSR III funds that most districts received. \$233,250 will come out for FAST which GCED purchases for all the member districts. \$917,875 is the 202 COP proceeds. Also attached were the member district preliminary bills and the cash flow for next school year. Jim Wendt motioned to approve the preliminary 2021-2022 budget. Kevin Anderson seconded, motion carried by roll call vote: Jim Wendt-yes; Kevin Anderson-yes; Dawn Balow-yes; Katie Lochner-yes; Arlen Diercks-yes; Jerry Stehr-yes.

VII. Other:

- VIII. **Comments: Board/Director:** Cherie Johnson mentioned that we will have end of year staff recognition June 4th, 2021 and it will be via zoom again this year. We are so very proud of all our staff this. They never turned away from putting students first. We have an amazing organization.
- IX. **Next Meeting Date:** June 24, 2021, location TBD. This date should be June 23rd, 2021 at 7:00 PM at RBEC.
- X. **Adjournment:** Kevin Anderson motioned to adjourn. Jim Wendt seconded, motion carried.

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		35573		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	05/28/2021	7,361.55
MERC		35574		Wire	1	04062	MIN TEACHERS RETIREMENT ASSOC		No	No	No	05/28/2021	42,607.96
MERC		35575		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	05/28/2021	353.76
MERC		35576		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	05/28/2021	12,980.23
MERC		35577		Wire	1	2392	US Dept of Treasury		No	Yes	No	05/28/2021	76,547.45
MERC		35578		Wire	1	2396	MN Dept of Revenue		No	No	No	05/28/2021	12,820.10
MERC		35579		Wire	1	2501	Merchants Bank		No	Yes	No	05/28/2021	2,499.50
MERC		35580		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	06/08/2021	5,080.50
MERC		35581		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	06/08/2021	532.71
MERC		35636		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	06/15/2021	7,312.54
MERC		35637		Wire	1	04062	MIN TEACHERS RETIREMENT ASSOC		No	No	No	06/15/2021	35,998.05
MERC		35638		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	06/15/2021	12,980.23
MERC		35639		Wire	1	2392	US Dept of Treasury		No	No	No	06/15/2021	64,656.86
MERC		35640		Wire	1	2396	MN Dept of Revenue		No	No	No	06/15/2021	10,621.67
MERC		35641		Wire	1	2501	Merchants Bank		No	No	No	06/15/2021	2,499.50
MERC		33578	17503	Check	1	2527	MIN CEC-DEC		Yes	No	Yes	06/14/2021	(115.00)
MERC		35564	19116	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	05/28/2021	372.49
MERC		35545	19117	Check	1	1046	ASCD		Yes	No	No	05/28/2021	89.00
MERC		35560	19118	Check	1	3277	BOOTH, LYNN		Yes	No	No	05/28/2021	100.90
MERC		35550	19119	Check	1	2437	BURVEE, LAURA		Yes	No	No	05/28/2021	30.24
MERC		35541	19120	Check	1	01903	CANNON FALLS ISD #252		Yes	No	No	05/28/2021	13,301.50
MERC		35563	19121	Check	1	3335	CARLSON, MEGAN		Yes	No	No	05/28/2021	32.48
MERC		35570	19122	Check	1	3497	DIGGINS, LIZ		Yes	No	No	05/28/2021	60.00
MERC		35547	19123	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	05/28/2021	828.07
MERC		35543	19124	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	05/28/2021	2,468.65
MERC		35553	19125	Check	1	2871	EMC Insurance Companies		Yes	No	No	05/28/2021	9,562.46
MERC		35557	19126	Check	1	3232	ENTERPRISE FM TRUST		Yes	No	No	05/28/2021	2,396.18
MERC		35556	19127	Check	1	3126	FERNBROOK FAMILY CENTER		Yes	No	No	05/28/2021	26,336.63
MERC		35558	19128	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	05/28/2021	241.35
MERC		35548	19129	Check	1	2197	JOHNSON, CHERYL		Yes	No	No	05/28/2021	904.54
MERC		35540	19130	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	05/28/2021	9,339.50
MERC		35565	19131	Check	1	3417	LEMMON, KELSEY		Yes	No	No	05/28/2021	22.40
MERC		35571	19132	Check	1	3498	MINNESOTA DEPT. OF EDUCATION		Yes	No	No	05/28/2021	250.00
MERC		35542	19133	Check	1	02620	MSBA		Yes	No	No	05/28/2021	4,355.00
MERC		35562	19134	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	05/28/2021	2,500.35
MERC		35549	19135	Check	1	2218	NEWS-2-YOU		Yes	No	No	05/28/2021	928.50
MERC		35569	19136	Check	1	3495	O'ROURKE MEDIA GROUP		Yes	No	No	05/28/2021	1,399.27
MERC		35561	19137	Check	1	3282	PRESENCE LEARNING, INC		Yes	No	No	05/28/2021	1,082.00
MERC		35568	19138	Check	1	3490	RASKIN CANDACE	Ind/Sole Proprietor	Yes	No	No	05/28/2021	22,500.00

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		35544	19139	Check	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	05/28/2021	28,867.50
MERC		35546	19140	Check	1	1223	RIFTON EQUIPMENT		Yes	No	No	05/28/2021	2,013.75
MERC		35572	19141	Check	1	3499	SCHILTZ, STEPHANIE		Yes	No	No	05/28/2021	14.52
MERC		35555	19142	Check	1	3078	SHRED-N-GO	S Corporation	Yes	No	No	05/28/2021	49.29
MERC		35567	19143	Check	1	3481	SUPPORT SUCCESS FOR CHILDREN V		Yes	No	No	05/28/2021	18.00
MERC		35551	19144	Check	1	2585	TEACHERS ON CALL		Yes	No	No	05/28/2021	721.35
MERC		35566	19145	Check	1	3471	TRUGREEN		Yes	No	No	05/28/2021	270.00
MERC		35554	19146	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	05/28/2021	290.00
MERC		35559	19147	Check	1	3236	WIGGIN, JODI		Yes	No	No	05/28/2021	1,978.33
MERC		35552	19148	Check	1	2864	ZORN, ALICIA		Yes	No	No	05/28/2021	21.28
MERC		35620	19149	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	06/08/2021	98.09
MERC		35587	19150	Check	1	09427	ARENDT, RENE		Yes	No	No	06/08/2021	292.88
MERC		35619	19151	Check	1	3365	BETCHER, KIM		Yes	No	No	06/08/2021	38.08
MERC		35593	19152	Check	1	1947	BIG RIVER CONSULTING GROUP,LLC		Yes	No	No	06/08/2021	3,437.50
MERC		35590	19153	Check	1	1497	BODENHAMER, SUSAN		Yes	No	No	06/08/2021	170.24
MERC		35627	19154	Check	1	3500	BUDENSIEK, BROOKE		Yes	No	No	06/08/2021	94.08
MERC		35632	19155	Check	1	3505	CAPITAL ONE		Yes	No	No	06/08/2021	495.83
MERC		35615	19156	Check	1	3329	CHASE CARD SERVICES		Yes	No	No	06/08/2021	3,080.44
MERC		35582	19157	Check	1	00433	CITY OF RED WING		Yes	No	No	06/08/2021	614.61
MERC		35602	19158	Check	1	2554	GPI		Yes	No	No	06/08/2021	150.00
MERC		35613	19159	Check	1	3276	CUSTOM COMMUNICATIONS		Yes	No	No	06/08/2021	643.84
MERC		35628	19160	Check	1	3501	DAHL, CHERYL		Yes	No	No	06/08/2021	82.88
MERC		35592	19161	Check	1	1890	DAHLING, SARA		Yes	No	No	06/08/2021	100.80
MERC		35596	19162	Check	1	2284	E. B. C., LLC /ACS		Yes	No	No	06/08/2021	117.03
MERC		35622	19163	Check	1	3444	EDGENUITY INC		Yes	No	No	06/08/2021	20,750.00
MERC		35601	19164	Check	1	2531	FIRST STUDENT		Yes	No	No	06/08/2021	195.28
MERC		35629	19165	Check	1	3502	GRIFFIN, SUZANNE		Yes	No	No	06/08/2021	64.65
MERC		35584	19166	Check	1	04580	GRIMSRUD PUBLISHING INC		Yes	No	No	06/08/2021	71.00
MERC		35586	19167	Check	1	09162	HILLYARD FLOOR CARE SUPPLY		Yes	No	No	06/08/2021	1,426.90
MERC		35614	19168	Check	1	3323	HOLT, MAKENNA		Yes	No	No	06/08/2021	196.71
MERC		35625	19169	Check	1	3486	HUELIFE, LLC	LLC - S Corp	Yes	No	No	06/08/2021	6,000.00
MERC		35594	19170	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	06/08/2021	19.55
MERC		35606	19171	Check	1	2865	INTELLICENTS		Yes	No	No	06/08/2021	1,250.00
MERC		35623	19172	Check	1	3466	JACOBSON, DIANE		Yes	No	No	06/08/2021	160.16
MERC		35605	19173	Check	1	2771	JOHNSON WESTON		Yes	No	No	06/08/2021	51.20
MERC		35607	19174	Check	1	2960	LANGUAGE LINE SERVICES	C Corporation	Yes	No	No	06/08/2021	76.27
MERC		35617	19175	Check	1	3358	LAPUS, LOUISE		Yes	No	No	06/08/2021	33.60
MERC		35600	19176	Check	1	2440	LIBERTY'S RESTAURANT		Yes	No	No	06/08/2021	179.44
MERC		35604	19177	Check	1	2719	LUHMAN, CINDY		Yes	No	No	06/08/2021	287.28

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		35618	19178	Check	1	3362	MCNALLIE, LAURIE		Yes	No	No	06/08/2021	319.44
MERC		35630	19179	Check	1	3503	MCNALLY, LAURA		Yes	No	No	06/08/2021	31.36
MERC		35591	19180	Check	1	1784	NCS PEARSON, INC.		Yes	No	No	06/08/2021	68.00
MERC		35626	19181	Check	1	3494	NEILSON, TASHA		Yes	No	No	06/08/2021	47.60
MERC		35589	19182	Check	1	1307	NERISON, JENNIFER		Yes	No	No	06/08/2021	45.36
MERC		35611	19183	Check	1	3233	O'DONNELL, CASEY		Yes	No	No	06/08/2021	108.08
MERC		35595	19184	Check	1	2200	PETERSEN, LYNNE		Yes	No	No	06/08/2021	217.84
MERC		35583	19185	Check	1	00443	RED WING ACE HARDWARE		Yes	No	No	06/08/2021	346.44
MERC		35585	19186	Check	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	06/08/2021	2,289.98
MERC		35588	19187	Check	1	1115	RODGERS, MATT		Yes	No	No	06/08/2021	25.20
MERC		35598	19188	Check	1	2368	RUSHFORD-PETERSON DIST. #239		Yes	No	No	06/08/2021	206.88
MERC		35599	19189	Check	1	2410	SCHOOL MANAGEMENT SERVICES		Yes	No	No	06/08/2021	41,451.00
MERC		35631	19190	Check	1	3504	SENECHALLE, MEGAN		Yes	No	No	06/08/2021	36.06
MERC		35624	19191	Check	1	3474	SFGFII, LLC		Yes	No	No	06/08/2021	85.85
MERC		35621	19192	Check	1	3419	SFRC, LLC-TERRAFORM POWER		Yes	No	No	06/08/2021	3,196.58
MERC		35616	19193	Check	1	3339	SOLOPROTECT		Yes	No	No	06/08/2021	1,440.00
MERC		35597	19194	Check	1	2364	SPRING GROVE PUBLIC SCHOOLS		Yes	No	No	06/08/2021	981.00
MERC		35603	19195	Check	1	2585	TEACHERS ON CALL		Yes	No	No	06/08/2021	2,217.60
MERC		35609	19196	Check	1	3159	TESTEN, MARY		Yes	No	No	06/08/2021	145.04
MERC		35608	19197	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	06/08/2021	689.00
MERC		35612	19198	Check	1	3236	WIGGIN, JODI		Yes	No	No	06/08/2021	480.48
MERC		35610	19199	Check	1	3223	ZEISSLER, HEATHER		Yes	No	No	06/08/2021	116.48
MERC		35634	19200	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	06/15/2021	828.07
MERC		35633	19201	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	06/15/2021	2,468.65
MERC		35635	19202	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	06/15/2021	241.19

Bank Total: \$526,344.66

Report Total: \$526,344.66

C. Staff Updates:

1. **Resignations:** *Karen Adams, ECSE Teacher-KW effective end of 2020-2021 School Year*
2. **New Hire:** *Madelyn Green, SLP - RW effective 2021-2022 School Year; Gwen Buckingham, Long-Term Sub Licensed School Nurse - KW effective 2021-2022 School Year; Katie Rausch, Art Teacher-RBEC/5RO effective 2021-2022 School Year; Megan Olson, SLP-KW effective 2021-2022 School Year; Stacey Hauschildt, Sub Teacher - ESY/CCS/GERS; Teauna Hokanson, Paraprofessional-ESY/CCS/GERS; Rose Linder, Paraprofessional-ESY/CCS/GERS; Alex McDonald, Teacher-ESY/CCS/GERS; Susan Brandt, Teacher-ESY/CCS/GERS; Elizabeth Ramer, Paraprofessional-ESY/CCS/GERS; Anna Walker, Paraprofessional-ESY/CCS/GERS*
3. **Transfers:** *Rebecca Nolan, SLP-ZM effective 2021-2022 School Year*
4. **Re-assignment:**

III. **Public Input:**

IV. **Reports and Communication:**

A. Business Manager Report

11



**GOODHUE CO ED DISTRICT
2021-22 CASH FLOW**

AS OF 6-15-21

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2021	-	-	-	-	-	1,700,851.89
7/1/2021	-	-	-	-	-	1,700,851.89
7/9/2021	(191,147.21)	-	-	196,895.66	176,628.87	1,883,229.21
7/15/2021	(117,553.44)	(183,125.69)	198,472.70	-	-	1,781,022.78
7/20/2021	(563,115.92)	-	235,076.20	89,498.03	-	1,542,481.09
7/31/2021	(115,879.71)	(172,252.55)	90.66	-	-	1,254,439.49
ENDING BALANCE	(987,696.28)	(355,378.23)	-	433,639.56	286,393.68	176,628.87

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2021	-	-	-	-	-	1,254,439.49
8/4/2021	(80,281.57)	-	278,626.55	-	-	1,452,784.47
8/15/2021	(135,894.42)	(210,536.09)	-	340,092.50	224,579.24	1,671,025.70
8/17/2021	(301,880.60)	-	119,763.02	-	-	1,488,908.12
8/30/2021	(123,616.67)	(188,215.30)	704,783.61	193,417.03	-	2,075,276.79
	(641,673.26)	(398,751.39)	-	1,103,173.19	533,509.52	224,579.24
						2,075,276.79

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2021	(112,545.22)	-	2,767.05	-	-	1,965,498.62
9/15/2021	(964,756.61)	(197,091.25)	140,322.95	89,498.03	-	1,033,471.73
9/17/2021	-	-	94,394.95	-	296,198.88	1,424,065.55
9/30/2021	(333,718.01)	(212,790.55)	240,819.53	193,417.03	-	1,311,793.55
ENDING BALANCE	(1,411,019.84)	(409,881.81)	-	478,304.47	282,915.05	296,198.88

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2021	-	-	72,254.47	-	-	1,384,048.01
10/9/2021	-	-	-	-	-	1,384,048.01
10/15/2021	(335,148.63)	(206,534.31)	-	71,598.42	145,271.86	1,059,235.35
10/20/2021	-	-	271,280.07	-	4,248.25	1,334,763.67
10/31/2021	(350,510.11)	(204,035.44)	331,775.89	211,316.63	323,055.56	1,646,366.20
ENDING BALANCE	(685,658.74)	(410,569.74)	-	675,310.42	282,915.05	472,575.67

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2021	-	-	-	-	-	1,646,366.20
11/5/2021	-	-	1,045.44	-	-	1,647,411.64
11/15/2021	(248,426.67)	(200,964.39)	620,038.40	89,498.03	-	1,907,557.00
11/20/2021	(36,468.12)	-	269,757.60	-	-	2,140,846.48
11/30/2021	(136,059.90)	(201,917.69)	75.34	143,196.84	-	1,946,141.07
ENDING BALANCE	(420,954.69)	(402,882.08)	-	890,916.77	232,694.87	-

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2021	-	-	-	-	206,672.09	2,152,813.16
12/8/2021	(71,351.28)	-	205,000.35	-	18,534.41	2,304,996.64
12/15/2021	(134,023.91)	(199,086.51)	112,124.41	196,895.66	4,479.17	2,285,385.46
12/20/2021	(100,170.59)	-	248,223.65	-	-	2,433,438.52
12/31/2021	(131,736.75)	(202,678.23)	84.33	107,397.63	-	2,206,505.50

ENDING BALANCE	(437,282.53)	(401,764.74)	-	565,432.74	304,293.29	229,685.67	2,206,505.50
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JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2022	(93,888.01)	-	-	-	-	2,112,617.49
1/8/2022	-	-	272,525.97	-	-	2,385,143.46
1/15/2022	(128,666.41)	(190,122.04)	-	178,996.05	-	2,245,351.05
1/20/2022	(704,215.65)	-	-	-	-	1,541,135.40
1/31/2022	(131,133.49)	(192,348.50)	268,090.04	143,196.84	-	1,628,940.30
ENDING BALANCE	(1,057,903.56)	(382,470.54)	-	540,616.01	322,192.89	1,628,940.30

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2022	(71,617.72)	-	-	-	-	1,557,322.58
2/15/2022	(130,061.05)	(197,138.73)	181,393.92	143,196.84	-	1,554,713.56
2/20/2022	(117,827.43)	-	-	-	260,252.09	1,697,138.22
2/28/2022	(133,393.18)	(196,369.78)	484,473.97	178,996.05	-	2,030,845.28
ENDING BALANCE	(452,899.38)	(393,508.51)	-	665,867.89	322,192.89	2,030,845.28

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2022	(178,857.74)	-	-	-	-	1,851,987.54
3/15/2022	(134,364.74)	(203,222.97)	123,343.87	178,996.05	-	1,816,739.75
3/20/2022	(151,306.55)	-	276,329.96	-	-	1,941,763.16
3/31/2022	(32.95)	(193,133.70)	61.48	249,435.26	-	1,998,093.25
ENDING BALANCE	(464,561.98)	(396,356.67)	-	399,735.31	428,431.31	1,998,093.25

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2022	(198,171.27)	-	358,312.00	-	-	2,158,233.97
4/15/2022	(400,237.25)	(206,816.80)	221,719.07	143,196.84	-	1,916,095.83
4/20/2022	-	-	-	-	292,786.04	2,208,881.87
4/30/2022	(175,562.62)	(194,405.17)	120,428.38	250,594.47	-	2,209,936.93
ENDING BALANCE	(773,971.14)	(401,221.98)	-	700,459.45	393,791.31	2,209,936.93

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2022	-	-	63,142.73	-	-	2,273,079.67
5/15/2022	(194,773.96)	(198,522.46)	-	178,996.05	-	2,058,779.30
5/20/2022	-	-	432,652.74	-	61,495.00	2,552,927.04
5/31/2022	(288,548.98)	(235,017.05)	56,115.71	178,996.05	-	2,264,472.77
ENDING BALANCE	(483,322.94)	(433,539.51)	-	551,911.19	357,992.10	2,264,472.77

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2022	(100,336.82)	-	163,978.76	-	-	2,328,114.71
6/15/2022	(137,606.76)	(203,692.43)	-	-	-	1,986,815.52
6/20/2022	(130,763.77)	-	221,100.62	178,996.05	-	2,256,148.43
6/30/2022	(125,607.90)	(197,614.19)	171,091.82	-	-	2,104,018.16
ENDING BALANCE	(494,315.25)	(401,306.62)	-	556,171.20	178,996.05	2,104,018.16

TOTALS	(8,311,259.59)	(4,787,631.82)	-	7,561,538.21	3,926,318.00	2,014,201.46	2,104,018.16
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Monthly Bank Reconciliation
May 31, 2021

Bank Statement Date: 5/31/2021

MSDLAF	\$42.26
MSDMAX	\$1,301,394.22
MERCHANTS BANK - GENERAL	\$199,997.10
MERCHANTS BANK - PAYROLL	\$89,503.00
MERCHANTS BANK - SWEEP	\$866,502.26
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$2,457,438.84

Add Deposits in Transit:

Deposit Date	Amount	Deposit Date	Amount
MSDLAF	\$0.00	TRANSFER TO SWP	\$0.00
MERCHANTS	\$0.00		\$0.00
	\$0.00		\$0.00

Total Deposits in Transit \$0.00

Subtotal **\$2,457,438.84**

Subtract Outstanding Checks:

Account	Amount	Account	Amount
BANK OF ZUMBROTA	\$0.00	TRANSFER FRM SWEEP	\$372,639.08
U.S. BANK AP CHECKS	\$0.00		
MERCHANTS - PR	\$0.00		
MERCHANTS - AP	\$223,476.54		
	\$0.00		

Total Outstanding Checks \$596,115.62

Computed Book Balance **\$1,861,323.22**

Balance per Your Books 1,861,323.22

Difference \$0.00

Business Manager Report 6-23-21

Budget 2020-21 as of 5/31/21

We have received \$23,739,139 or 173.72% of the revised revenue budget, compared to 71.18% at 5/31/20 and 74.21% at 5/31/19. Without the COP proceeds, we have received \$10,317,136 which is 75.50% of the revised budget. We have expended \$10,487,447 or 75.4% of the revised expense budget, compared to 71.24% at 5/31/20 and 70.19% at 5/31/19.

Cash Flow

Cash flow has improved. We are not looking at a cash flow shortage for the remainder of 20-21.

May Bank Rec

For your information

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

GOODHUE COUNTY ED DISTRICT | May 31, 2021

REVENUE CATEGORIES				May 31, 2021			May 31, 2020			May 31, 2019		
	June 30, 2019	June 30, 2020	Revised Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	May 31, 2020	May 31, 2019	
	STATE	3,213,240	3,753,316	3,463,980	2,961,770	502,210	85.50%	72.73%	79.55%	232,135	2,729,634	2,556,126
FEDERAL	1,770,360	1,842,614	2,004,402	1,151,096	853,306	57.43%	53.03%	51.10%	173,943	977,153	904,742	
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
LOCAL SALES, INS RECOVERY & JUDGEMENTS	307,386	5,053	8,671	11,871	(3,200)	136.90%	129.69%	100.00%	5,318	6,553	307,386	
SALE OF BONDS & LOANS	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0	
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
LOCAL (FEES, INTEREST, ETC.)	7,127,507	7,502,882	8,187,866	6,192,400	1,995,466	75.63%	74.83%	76.42%	577,957	5,614,443	5,447,025	
TOTALS	12,418,492	13,103,865	13,664,919	23,739,139	(10,074,220)	173.72%	71.18%	74.21%	14,411,356	9,327,783	9,215,278	

EXPENDITURES (OBJECT SERIES)				May 31, 2021			May 31, 2020			May 31, 2019		
	June 30, 2019	June 30, 2020	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	May 31, 2020	May 31, 2019	
	SALARIES & WAGES	5,919,959	6,337,951	6,726,926	5,423,379	1,303,547	80.62%	79.84%	79.85%	362,981	5,060,398	4,727,007
EMPLOYEE BENEFITS	1,495,180	1,628,182	1,755,826	1,403,605	352,221	79.94%	80.16%	80.32%	98,381	1,305,224	1,200,888	
PURCHASED SERVICES	3,444,894	3,586,395	3,730,025	1,572,525	2,157,500	42.16%	43.12%	39.13%	26,110	1,546,415	1,348,014	
SUPPLIES	377,522	276,713	529,976	370,910	159,066	69.99%	79.75%	83.45%	150,234	220,676	315,024	
EQUIPMENT	1,057,823	1,105,035	1,140,720	1,690,813	(550,093)	148.22%	99.69%	100.23%	589,185	1,101,629	1,060,227	
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OTHER EXPENDITURES	53,630	55,152	24,755	26,215	(1,460)	105.90%	35.81%	31.98%	6,468	19,748	17,153	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
TOTALS	12,349,007	12,989,428	13,908,228	10,487,447	3,420,781	75.40%	71.24%	70.19%	1,233,358	9,254,090	8,668,311	

EXPENDITURES (PROGRAM SERIES)				May 31, 2021			May 31, 2020			May 31, 2019		
	June 30, 2019	June 30, 2020	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	May 31, 2020	May 31, 2019	
	SITE ADMINISTRATION	78,555	59,029	89,321	81,363	7,958	91.09%	90.00%	91.54%	28,240	53,123	71,909
DISTRICT ADMINISTRATION	125,920	99,448	90,645	70,836	19,809	78.15%	88.47%	89.10%	(17,148)	87,984	112,199	
SUPPORT SERVICES	187,030	202,150	233,701	295,999	(62,298)	126.66%	145.40%	142.34%	2,079	293,920	266,222	
REGULAR INSTRUCTION	1,457,714	1,493,398	1,513,472	663,166	850,306	43.82%	42.51%	40.78%	28,366	634,800	594,446	
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
VOCATIONAL INSTRUCTION	295,462	308,496	330,803	242,417	88,386	73.28%	79.16%	72.70%	(1,776)	244,193	214,807	
SPECIAL EDUCATION	6,998,990	7,611,603	8,013,645	5,483,858	2,529,787	68.43%	69.13%	69.18%	222,096	5,261,762	4,842,050	
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INSTRUCTIONAL SUPPORT	460,906	364,829	439,480	419,045	20,435	95.35%	85.61%	57.77%	106,729	312,316	266,268	
PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,575,311	1,164,455	410,856	73.92%	73.74%	75.03%	156,362	1,008,093	958,895	
FACILITIES	1,466,464	1,483,396	1,621,850	2,066,308	(444,458)	127.40%	91.54%	91.48%	708,410	1,357,898	1,341,515	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
TOTALS	12,349,007	12,989,428	13,908,228	10,487,447	3,420,781	75.40%	71.24%	70.19%	1,233,358	9,254,090	8,668,311	

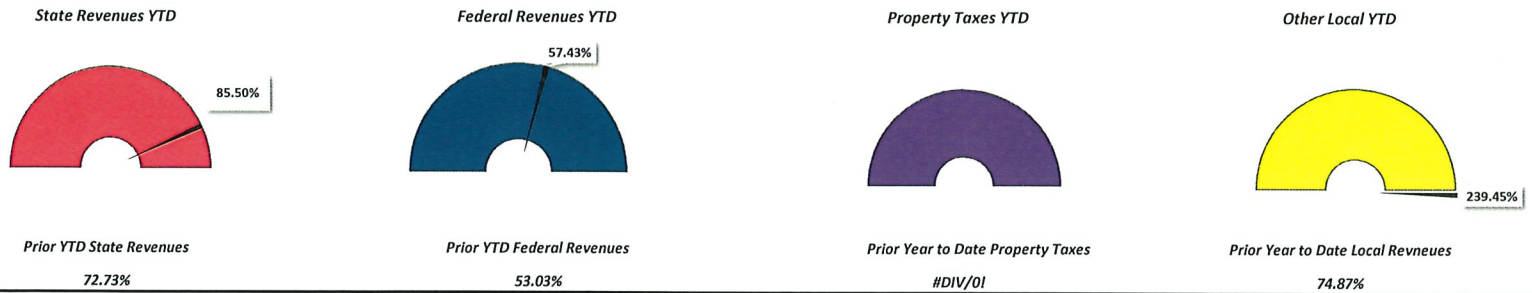
SUMMARY - ALL FUNDS				May 31, 2021			May 31, 2020			May 31, 2019		
	June 30, 2019	June 30, 2020	Revised Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	May 31, 2020	May 31, 2019	
	REVENUE	12,418,492	13,103,865	13,664,919	23,739,139	(10,074,220)	173.72%	71.18%	74.21%	14,411,356	9,327,783	9,215,278
EXPENDITURES	12,349,032	12,989,428	13,908,228	10,487,447	3,420,781	75.40%	71.24%	70.19%	1,233,358	9,254,090	8,668,311	
SPENDING VARIANCE	69,460	114,437	(243,309)	13,251,692	N/A	N/A	N/A	N/A	13,177,998	73,693	546,967	

GENERAL FUND - REVENUE SUMMARY

GOODHUE COUNTY ED DISTRICT | May 31, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Current Budget	Revenue YTD	Budget Remaining	May 31,	May 31,	May 31,	Current YTD vs. Prior YTD	May 31, 2020	May 31, 2019
						% of Budget Received	% of Actuals Received	% of Actuals Received			
LOCAL REVENUES											
021 TUITION & REIMBURSEMENTS FROM MN SCHOOL DISTRICTS	6,479,127	6,819,678	7,437,782	5,634,272	1,803,510	75.75%	74.09%	75.08%	581,340	5,052,932	4,864,754
050 FEES FROM PATRONS	250	350	0	0	0	0.00%	100.00%	100.00%	(350)	350	250
071 MEDICAL ASSISTANCE REV RECEIVED FROM MN DEPT OF HUMAN	0	0	125,500	3,979	121,521	3.17%	0.00%	0.00%	3,979	0	0
092 INTEREST EARNINGS	19,669	10,542	7,000	3,563	3,437	50.91%	98.73%	87.47%	(6,845)	10,408	17,205
093 RENT	8,806	27,878	7,000	0	7,000	0.00%	0.00%	0.00%	0	0	0
096 GIFTS AND BEQUESTS	2,289	1,981	1,326	6,044	(4,718)	455.83%	82.33%	134.77%	4,413	1,631	3,085
099 MISCELLANEOUS REVENUE FROM LOCAL SOURCES	617,364	642,452	609,258	544,542	64,716	89.38%	85.47%	90.99%	(4,580)	549,122	561,730
Total LOCAL REVENUES	7,127,507	7,502,882	8,187,866	6,192,400	1,995,466	75.63%	74.83%	76.42%	577,957	5,614,443	5,447,025
STATE REVENUES											
211 GENERAL EDUCATION AID	100,251	149,608	122,885	111,184	11,701	90.48%	90.00%	86.32%	(23,463)	134,647	86,542
300 STATE AID RECEIVED FROM MN EDUCATION FOR WHICH A FINANC	189,851	204,001	204,001	3,402	200,599	1.67%	26.10%	59.60%	(49,840)	53,241	113,156
360 STATE AID FOR SPECIAL EDUCATION	2,859,014	3,356,875	3,136,594	2,847,184	289,410	90.77%	75.53%	82.25%	311,717	2,535,467	2,351,524
370 OTHER REVENUE FROM MN DEPT OF EDUCATION	29,285	7,459	500	0	500	0.00%	84.18%	16.75%	(6,279)	6,279	4,905
397 TRA AND PERA SPECIAL FUNDING SITUATIONS REVENUE	34,839	35,373	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total STATE REVENUES	3,213,240	3,753,316	3,463,980	2,961,770	502,210	85.50%	72.73%	79.55%	232,135	2,729,634	2,556,126
FEDERAL REVENUES RECEIVED FROM STATE											
400 FEDERAL AIDS RECEIVED THROUGH MDE (EXCEPT AS NOTED FOR	1,770,360	1,842,614	2,004,402	1,151,096	853,306	57.43%	53.03%	51.10%	173,943	977,153	904,742
Total REVENUES RECEIVED FROM STATE	1,770,360	1,842,614	2,004,402	1,151,096	853,306	57.43%	53.03%	51.10%	173,943	977,153	904,742
FEDERAL REVENUES RECEIVED FROM FED SOURCES											
500 FEDERAL AID RECEIVED FROM FEDERAL SOURCES FOR WHICH A	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total FEDERAL REVENUES RECEIVED FROM FED SOURCES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS											
619 COST OF MATERIALS FOR FUND RAISERS (CONTRA REVENUE)	0	(433)	(500)	0	(500)	0.00%	100.00%	0.00%	433	(433)	0
620 SALES OF MATERIALS FROM REVENUE PRODUCING ACTIVITIES	0	954	950	0	950	0.00%	100.00%	0.00%	(954)	954	0
622 SALE OF MATERIALS (NET OF TAX)	143	522	3,500	3,500	0	100.00%	387.60%	100.00%	1,478	2,022	143
624 Sale of Equipment	0	0	0	3,650	(3,650)	0.00%	0.00%	0.00%	3,650	0	0
625 INSURANCE RECOVERY	0	4,010	4,721	4,721	0	99.99%	100.00%	0.00%	710	4,010	0
628 JUDGMENTS FOR THE SCHOOL DISTRICT	307,243	0	0	0	0	0.00%	0.00%	100.00%	0	0	307,243
Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS	307,386	5,053	8,671	11,871	(3,200)	136.90%	129.69%	100.00%	5,318	6,553	307,386
SALE OF BONDS AND LOANS											
635 CERTIFICATES OF PARTICIPATION (LEASE-PURCHASE)	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0
Total SALE OF BONDS AND LOANS	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0
INCOMING TRANSFERS FROM OTHER FUNDS											
649 PERMANENT TRANSFERS FROM OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total INCOMING TRANSFERS FROM OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,418,492	13,103,865	13,664,919	23,739,139	(10,074,220)	173.72%	71.18%	74.21%	14,411,356	9,327,783	9,215,278

YTD % Received vs. PYTD % Received

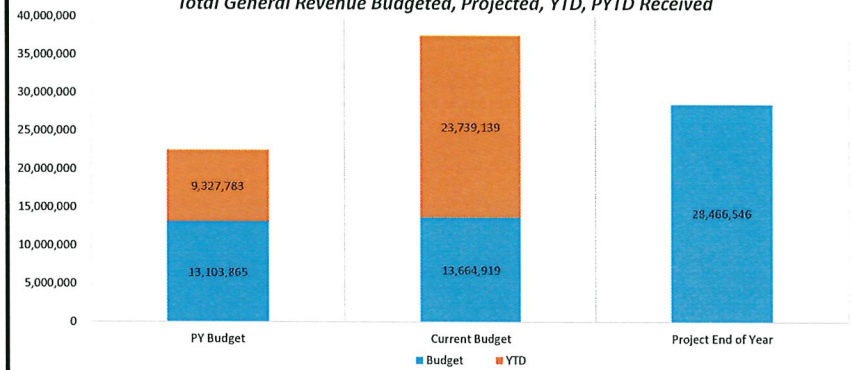


Top 5 Revenues Received YTD by Source Code 3

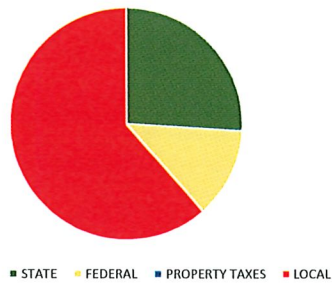
Variance from PYTD Received

	Current YTD	Variance vs. PYTD Received
1 GENERAL FUND TOTAL	\$23,739,139	\$14,411,356
2 Total SALE OF BONDS AND LC	\$13,422,003	\$13,422,003
3 Total LOCAL REVENUES	\$6,192,400	\$577,957
4 TUITION & REIMBURSEMENT	\$5,634,272	\$581,340
5 Total STATE REVENUES	\$2,961,770	\$232,135

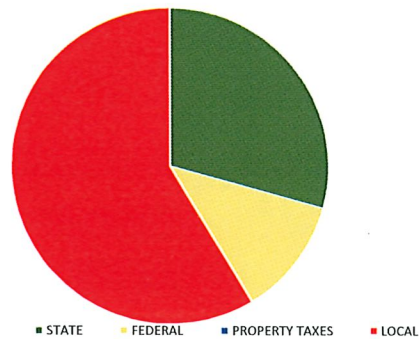
Total General Revenue Budgeted, Projected, YTD, PYTD Received



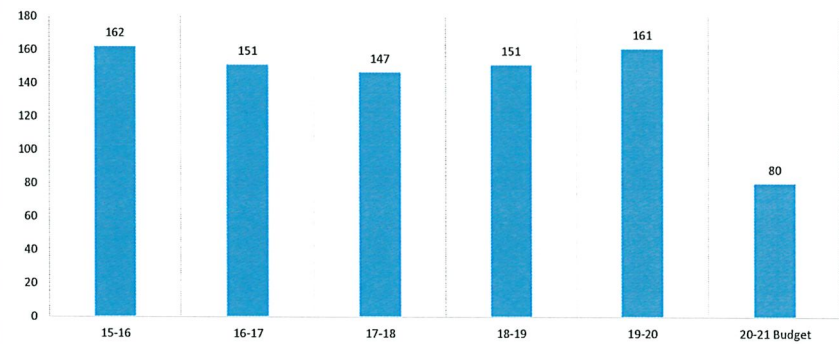
Current Year Revenue Budget



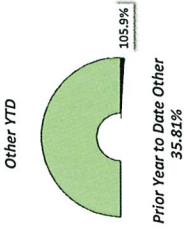
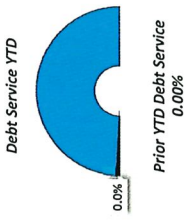
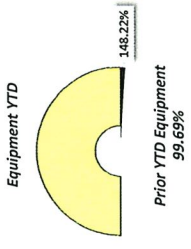
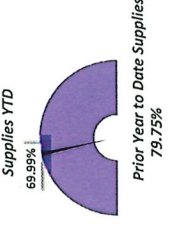
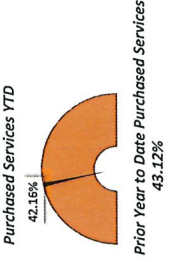
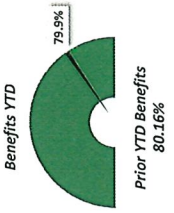
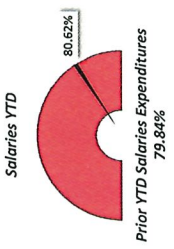
Prior Year Revenue Budget



End of Year ADM History



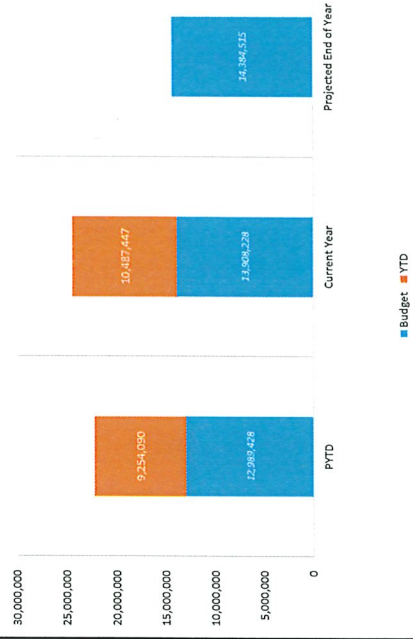
YTD % Expenditures vs. PYTD % Expenditures



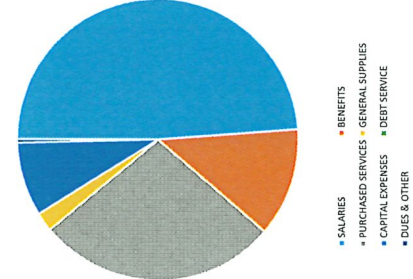
Top 10 Expenditures YTD by Object Code 3

	Current YTD	Variance vs. PYTD
1 TOTAL SUPPLIES & EQUIPMENT	\$1,690,813	\$589,185
2 LICENSED CLASSROOM	\$1,671,804	\$54,611
3 TOTAL PURCHASED SERVICES	\$1,572,525	\$26,110
4 TOTAL EMPLOYEE BENEFITS	\$1,403,605	\$98,381
5 ADMINISTRATION/SUPERVISION	\$677,502	\$14,242
6 SCHOOL PSYCHOLOGIST	\$553,202	\$47,953
7 EDUCATIONAL/SPEECH LANG. P.	\$499,646	\$157,004
8 SCHOOL SOCIAL WORKER	\$465,231	\$46,992
9 FICA/MEDICARE	\$395,157	\$23,942
10 PAYMENTS FOR EDUCATIONAL I	\$387,414	-\$29,672

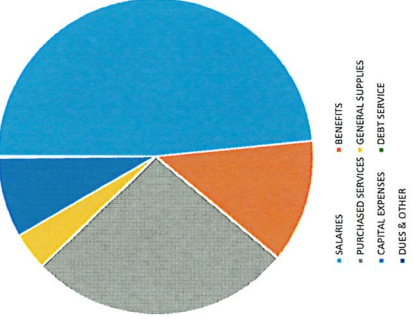
Total General Expenditures Budgeted, Projected, YTD and, PYTD Expended



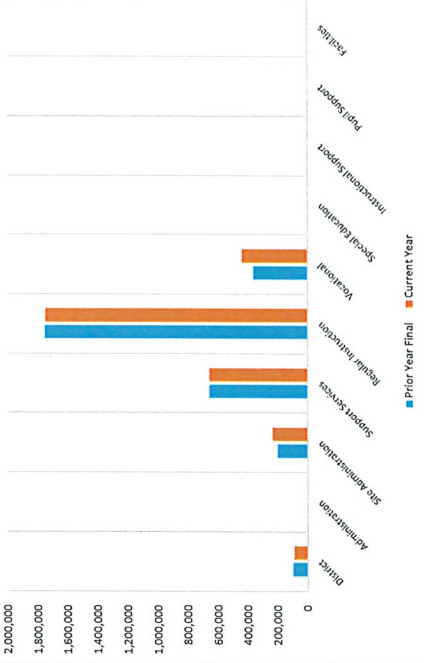
Prior Year Final Exp Budget



Current Year Exp Budget



Prior Year Final and Current Expenditures by Program



GENERAL FUND - EXPENDITURES BY OBJECT CODE

GOODHUE COUNTY ED DISTRICT | May 31, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	May 31, 2021	May 31, 2020	May 31, 2019	Current YTD vs. Prior YTD	May 31, 2020	May 31, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	750,036	729,173	759,989	677,502	82,487	89.15%	90.96%	91.55%	14,242	663,261	686,689
140 LICENSED CLASSROOM TEACHER	1,933,673	2,140,310	2,198,066	1,671,804	526,262	76.06%	75.56%	77.20%	54,611	1,617,193	1,492,722
141 NON-LICENSED CLASSROOM PERSON	0	0	0	0	0	0.00%	0.00%	0.00%	(1,798)	1,798	42
143 LICENSED INSTRUCTIONAL SUPPORT	284,595	269,261	272,263	255,031	17,232	93.67%	91.67%	92.19%	8,208	246,823	262,356
145 SUBSTITUE TEACHER SALARIES	191	0	0	0	0	0.00%	0.00%	100.00%	0	0	191
146 SUBSTITUTE NON-LICENSED CLASSR	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
150 PHYSICAL THERAPIST	132,992	138,070	140,574	117,933	22,641	83.89%	83.66%	83.46%	2,419	115,514	110,992
151 OCCUPATIONAL THERAPIST	224,109	233,813	288,269	220,848	67,421	76.61%	74.55%	75.12%	46,538	174,310	168,353
152 EDUCATIONAL/SPEECH LANG. PATHO	413,643	460,372	657,201	499,646	157,555	76.03%	74.43%	75.16%	157,004	342,642	310,892
153 AUDIOLOGIST	62,475	64,500	65,850	49,388	16,463	75.00%	75.00%	74.82%	1,012	48,375	46,744
154 SCHOOL NURSE	105,756	110,204	168,563	120,416	48,147	71.44%	74.61%	74.82%	38,187	82,228	79,126
155 LICENSED NURSING SERVICES	21,407	27,433	25,472	26,648	(1,176)	104.62%	95.16%	93.82%	543	26,106	20,083
156 SCHOOL SOCIAL WORKER	502,660	560,237	620,329	465,231	155,098	75.00%	74.65%	68.46%	46,992	418,238	344,128
157 SCHOOL PSYCHOLOGIST	623,518	678,136	750,909	553,202	197,707	73.67%	74.51%	77.18%	47,953	505,249	481,243
161 CERT. PARA & PERSONAL CARE ASSI	368,703	368,768	314,365	353,522	(39,157)	112.46%	86.73%	86.94%	33,691	319,830	320,567
162 CERT. ONE-TO-ONE PARAPROFESSIO	20,664	55,433	61,061	37,796	23,265	61.90%	85.04%	93.77%	(9,346)	47,143	19,378
163 FOREIGN LANGUAGE INTERPRETER	0	142	0	0	0	0.00%	100.00%	0.00%	(142)	142	0
164 INTERPRETER FOR THE DEAF	58,534	58,315	44,613	57,056	(12,443)	127.89%	94.87%	93.37%	1,730	55,326	54,654
170 NON-INSTRUCTIONAL SUPPORT	178,162	178,355	173,617	154,083	19,534	88.75%	90.39%	90.82%	(7,130)	161,213	161,811
174 THERAPUTIC RECREATIONAL SERV. &	40,039	39,252	40,146	30,147	9,999	75.09%	75.35%	74.97%	572	29,575	30,018
185 OTHER SALARY PAYMENTS (LICENSE	152,706	182,692	139,586	129,310	10,276	92.64%	88.96%	64.73%	(33,214)	162,524	98,845
186 OTHER SALARY PAYMENTS (NON-LICI	46,097	43,484	6,053	3,816	2,238	63.03%	98.68%	82.81%	(39,093)	42,908	38,172
TOTAL SALARIES AND WAGES	5,919,959	6,337,951	6,726,926	5,423,379	1,303,547	80.62%	79.84%	79.85%	362,981	5,060,398	4,727,007
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	432,024	464,356	500,669	395,157	105,512	78.93%	79.94%	79.91%	23,942	371,215	345,215
214 PERA (PUBLIC EMPLOYEE RETIREMEI	78,631	81,941	74,298	69,356	4,942	93.35%	84.37%	84.46%	220	69,136	66,413
218 TRA (TEACHERS RETIREMENT ASSOC	357,700	394,478	444,533	353,096	91,437	79.43%	78.42%	78.31%	43,759	309,337	280,098
220 HEALTH INSURANCE	435,380	464,042	498,768	383,451	115,317	76.88%	77.02%	77.19%	26,064	357,387	336,055
230 LIFE INSURANCE	7,070	8,626	10,127	8,003	2,124	79.03%	76.97%	81.82%	1,363	6,640	5,785
235 DENTAL INSURANCE	16,349	16,831	18,572	13,692	4,880	73.73%	79.64%	79.75%	288	13,405	13,038
240 LONG TERM DISABILITY INSURANCE	7,831	9,509	9,593	7,432	2,161	77.47%	80.08%	80.64%	(183)	7,615	6,316
250 TAX SHELTERED ANNUITIES/MN DEFE	68,848	88,920	105,333	89,620	15,713	85.08%	83.12%	86.59%	15,710	73,910	59,615
251 TAX ADVANTAGE EMPLOYER-SPONSC	0	4,983	5,000	4,583	417	91.67%	41.81%	0.00%	2,500	2,083	0
270 WORKERS COMPENSATION	85,951	93,312	78,933	79,215	(282)	100.36%	100.00%	100.00%	(14,097)	93,312	85,951
280 UNEMPLOYMENT COMPENSATION	5,395	1,185	10,000	0	10,000	0.00%	100.00%	44.52%	(1,185)	1,185	2,402
TOTAL EMPLOYEE BENEFITS	1,495,180	1,628,182	1,755,826	1,403,605	352,221	79.94%	80.16%	80.32%	98,381	1,305,224	1,200,888
PURCHASED SERVICES											
303 FEDERAL SUB AWARDS AND SUB COI	424,033	418,739	427,962	221,597	206,365	51.78%	47.51%	38.73%	22,658	198,939	164,242
304 FEDERAL SUB AWARDS AND SUB COI	496,942	505,372	474,953	106,745	368,208	22.47%	20.28%	20.46%	4,272	102,473	101,666
305 CONSULTING FEES/FEES FOR SERVIC	204,595	181,059	248,890	277,062	(28,172)	111.32%	78.64%	64.63%	134,671	142,390	132,232
307 CONTRACTED SUBS FOR SPEC ED PF	34,924	38,237	39,242	6,853	32,389	17.46%	100.00%	81.99%	(31,384)	38,237	28,633
308 FEDERAL TUITION BILL PAYMENTS UF	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
309 FEDERAL TUITION BILL PAYMENTS IN	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
315 REPAIRS AND MAINTENANCE FOR CO	0	0	6,856	0	6,856	0.00%	0.00%	0.00%	0	0	0
316 SERVICES PURCHASED FROM OTHER	4,439	6,002	6,231	6,231	0	100.00%	100.00%	100.00%	229	6,002	4,439
320 COMMUNICATION SERVICES	18,215	18,669	1,359	19,654	(18,295)	1446.21%	81.37%	81.25%	4,463	15,191	14,799
329 POSTAGE AND PARCEL SERVICES	3,006	3,858	4,000	4,175	(175)	104.38%	54.10%	91.94%	2,088	2,087	2,764
330 UTILITY SERVICES	49,817	37,977	55,000	32,309	22,691	58.74%	78.06%	78.03%	2,664	29,645	38,874
340 INSURANCE	35,885	38,991	40,800	45,343	(4,543)	111.13%	100.00%	100.00%	6,351	38,991	35,885
350 REPAIRS AND MAINTENANCE	137,199	159,477	177,133	102,560	74,573	57.90%	64.08%	76.03%	367	102,192	104,310
360 TRANSPORTATION CONTRACTS WITH	5,795	765	6,323	0	6,323	0.00%	100.00%	100.00%	(765)	765	5,795
365 INTERDEPARTMENTAL TRANSPORTA	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	May 31, 2021	May 31, 2020	May 31, 2019	Current YTD vs. Prior YTD	May 31, 2020	May 31, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
366 TRAVEL, CONVENTIONS, AND CONFERENCE	155,850	157,056	181,587	110,116	71,471	60.64%	89.85%	77.32%	(31,001)	141,118	120,498
368 OUT-OF-STATE TRAVEL, FEDERAL REVENUE	4,395	4,148	0	0	0	0.00%	138.52%	114.37%	(5,746)	5,746	5,027
370 OPERATING LEASES OR RENTALS	15,300	15,760	22,260	5,717	16,543	25.68%	100.00%	100.00%	(10,043)	15,760	15,300
379 Qualified Mental Health Professional Services	0	0	9,418	18,873	(9,455)	200.40%	0.00%	0.00%	18,873	0	0
389 STAFF TUITION AND OTHER REIMBURSEMENTS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
390 PAYMENTS FOR EDUCATIONAL PURPOSES	0	417	0	0	0	0.00%	100.00%	0.00%	(417)	417	0
391 PAYMENTS TO MN ISD'S (COST SHARING)	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
393 SPECIAL EDUCATION AND TRANSITION SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
394 PAYMENTS FOR EDUCATIONAL PURPOSES	823,072	915,023	936,495	387,414	549,081	41.37%	45.58%	39.69%	(29,672)	417,086	326,670
396 SALARY PURCHASED FROM ANOTHER AGENCY	771,876	818,972	814,058	174,141	639,917	21.39%	26.39%	24.11%	(41,970)	216,111	186,093
397 BENEFITS PURCHASED FROM ANOTHER AGENCY	259,551	265,873	277,458	53,735	223,723	19.37%	27.56%	23.42%	(19,529)	73,264	60,787
TOTAL PURCHASED SERVICES	3,444,894	3,586,395	3,730,025	1,572,525	2,157,500	42.16%	43.12%	39.13%	26,110	1,546,415	1,348,014
SUPPLIES											
401 SUPPLIES AND MATERIALS-NON INSTRUCTIONAL	51,335	34,380	94,847	56,991	37,856	60.09%	79.52%	78.67%	29,652	27,339	40,386
405 NON INSTRUCTIONAL COMPUTER SOFTWARE	82,962	74,814	91,273	90,589	684	99.25%	99.41%	95.46%	16,214	74,375	79,192
406 INSTRUCTIONAL SOFTWARE LICENSE	35,563	37,665	76,742	79,514	(2,772)	103.61%	101.19%	107.26%	41,402	38,112	38,146
430 SUPPLIES AND MATERIALS-NON-INDIVIDUAL	13,934	10,842	11,491	4,204	7,287	36.59%	27.03%	40.88%	1,274	2,931	5,696
433 SUPPLIES AND MATERIALS - INDIVIDUAL	84,500	45,123	118,398	81,882	36,516	69.16%	34.45%	85.07%	66,336	15,546	71,888
440 FUELS	13,893	10,433	17,000	10,946	6,054	64.39%	94.29%	93.52%	1,109	9,836	12,992
455 NON- INSTRUCTIONAL TECHNOLOGY	31,436	355	7,063	9,577	(2,514)	135.59%	100.00%	11.25%	9,222	355	3,536
456 INSTRUCTIONAL TECHNOLOGY SUPPLIES	14,780	2,810	15,050	5,838	9,212	38.79%	100.00%	100.00%	3,027	2,810	14,780
460 TEXTBOOKS AND WORKBOOKS	950	2,060	32,915	960	31,955	2.92%	100.00%	37.18%	(1,100)	2,060	353
461 STANDARDIZED TESTS	36,620	39,680	40,180	396	39,785	0.98%	100.00%	100.00%	(39,285)	39,680	36,620
465 NON- INSTRUCTIONAL TECHNOLOGY	714	0	2,872	6,166	(3,294)	214.69%	0.00%	100.00%	6,166	0	714
466 INSTRUCTIONAL TECHNOLOGY DEVICE	3,666	12,983	15,245	23,447	(8,202)	153.80%	15.89%	100.00%	21,384	2,063	3,666
490 FOOD	7,168	5,568	6,900	402	6,498	5.82%	100.00%	98.41%	(5,166)	5,568	7,054
TOTAL SUPPLIES	377,522	276,713	529,976	370,910	159,066	69.99%	79.75%	83.45%	150,234	220,676	315,024
SUPPLIES & EQUIPMENT											
510 SITE OR GROUNDS ACQUISITION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
520 BUILDING ACQUISITION OR CONSTRUCTION	0	760	41,583	0	41,583	0.00%	100.00%	0.00%	(760)	760	0
530 OTHER EQUIPMENT PURCHASED	23,163	50,446	57,230	12,922	44,308	22.58%	100.00%	110.38%	(37,524)	50,446	25,567
533 OTHER EQUIP. PURCHASED FOR SPECIAL	0	0	2,312	2,014	298	87.10%	0.00%	0.00%	2,014	0	0
535 CAPITAL LEASES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
550 OTHER VEHICLES PURCHASED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
555 CAPITALIZED NON-INSTRUCTIONAL TECHNOLOGY	0	15,623	4,389	1,249	3,140	28.46%	78.20%	0.00%	(10,968)	12,217	0
556 CAPITALIZED TECHNOLOGY HARDWARE	0	0	0	10,855	(10,855)	0.00%	0.00%	0.00%	10,855	0	0
580 PRINCIPAL ON CAPITAL LEASE/INSTALLMENT	412,986	429,640	446,334	1,328,405	(882,071)	297.63%	99.62%	100.00%	900,419	427,986	412,986
581 INTEREST ON CAPITAL LEASE/INSTALLMENT	618,774	603,320	583,626	330,868	252,758	56.69%	100.27%	100.00%	(274,106)	604,974	618,774
589 LEASE TRANSACTIONS/INSTALLMENT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
590 OTHER CAPITAL EXPENDITURES	2,900	5,246	5,246	4,500	746	85.78%	100.00%	100.00%	(746)	5,246	2,900
TOTAL SUPPLIES & EQUIPMENT	1,057,823	1,105,035	1,140,720	1,690,813	(550,093)	148.22%	99.69%	100.23%	589,185	1,101,629	1,060,227
OTHER EXPENDITURES											
810 JUDGMENTS AGAINST THE SCHOOL DISTRICT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
820 DUES, MEMBERSHIP, LICENSE AND CONTRACTS	18,791	20,127	24,655	26,195	(1,540)	106.25%	97.54%	91.28%	6,564	19,632	17,153
891 TRA AND PERA SPECIAL FUNDING SUPPORT	34,839	35,373	0	0	0	0.00%	0.00%	0.00%	0	0	0
895 FEDERAL AND NONPUBLIC INDIRECT COSTS	(0)	(0)	0	0	0	0.00%	0.00%	0.00%	0	0	0
896 TAXES, SPECIAL ASSESSMENTS AND FEES	0	(348)	100	20	80	20.00%	-33.45%	0.00%	(96)	116	0
TOTAL OTHER EXPENDITURES	53,630	55,152	24,755	26,215	(1,460)	105.90%	35.81%	31.98%	6,468	19,748	17,153
OTHER FINANCING USES											
910 PERMANENT TRANSFERS TO OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,349,007	12,989,428	13,908,228	10,487,447	3,420,781	75.40%	71.24%	70.19%	1,233,358	9,254,090	8,668,311

GENERAL FUND - EXPENDITURES BY PROGRAM CODE

GOODHUE COUNTY ED DISTRICT | May 31, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	May 31,	May 31,	May 31,	Current YTD vs. Prior YTD	May 31, 2020	May 31, 2019
						2021	2020	2019			
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
DISTRICT ADMINISTRATION											
010 BOARD OF EDUCATION	21,042	16,440	25,287	10,662	14,625	42.16%	76.78%	80.76%	(1,960)	12,622	16,994
030 INSTRUCTIONAL ADMINISTRATION	104,878	83,008	65,358	60,174	5,184	92.07%	90.79%	90.78%	(15,188)	75,362	95,205
TOTAL - DISTRICT ADMINISTRATION	125,920	99,448	90,645	70,836	19,809	78.15%	88.47%	89.10%	(17,148)	87,984	112,199
SITE ADMINISTRATION											
050 SCHOOL ADMINISTRATION	78,555	59,029	89,321	81,363	7,958	91.09%	90.00%	91.54%	28,240	53,123	71,909
TOTAL - SITE ADMINISTRATION	78,555	59,029	89,321	81,363	7,958	91.09%	90.00%	91.54%	28,240	53,123	71,909
SUPPORT SERVICES											
105 GENERAL ADMINISTRATIVE SUPPORT	80,606	85,805	99,092	168,498	(69,406)	170.04%	204.37%	202.24%	(6,857)	175,355	163,015
110 BUSINESS SUPPORT SERVICES	106,423	116,345	134,609	127,501	7,108	94.72%	101.91%	96.98%	8,936	118,565	103,207
TOTAL - SUPPORT SERVICES	187,030	202,150	233,701	295,999	(62,298)	126.66%	145.40%	142.34%	2,079	293,920	266,222
REGULAR INSTRUCTION											
203 EDUCATION - ELEMENTARY GENERAL	110,604	85,478	85,034	0	85,034	0.00%	0.00%	0.00%	0	0	0
205 TITLE III, PART A - ENGLISH LANGUAGE ACQUISITION	16,477	14,929	19,574	17,336	2,238	88.57%	94.86%	92.83%	3,174	14,162	15,295
211 EDUCATION - SECONDARY GENERAL	651,218	657,881	656,101	58,075	598,026	8.85%	9.00%	9.72%	(1,156)	59,231	63,313
219 ENGLISH LEARNER	329,795	365,688	369,884	303,437	66,447	82.04%	78.62%	77.76%	15,946	287,491	256,459
220 ENGLISH (LANGUAGE ARTS)	60,325	63,448	66,068	49,192	16,876	74.46%	74.17%	74.45%	2,132	47,060	44,909
240 HEALTH, PHYSICAL EDUCATION AND RECREATION	6,055	6,126	6,421	4,573	1,848	71.22%	75.73%	75.49%	(66)	4,639	4,571
250 FAMILY LIVING SCIENCE	74,805	79,279	80,788	59,879	20,909	74.12%	74.09%	74.13%	1,140	58,740	55,455
255 INDUSTRIAL EDUCATION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
256 MATHEMATICS	69,186	74,844	77,516	57,622	19,894	74.34%	74.02%	74.06%	2,223	55,399	51,236
260 NATURAL SCIENCES	77,398	80,887	83,327	62,103	21,224	74.53%	74.17%	74.12%	2,111	59,992	57,369
270 SOCIAL SCIENCES/SOCIAL STUDIES	61,850	64,840	68,759	50,949	17,810	74.10%	74.16%	74.11%	2,862	48,086	45,838
TOTAL - REGULAR INSTRUCTION	1,457,714	1,493,398	1,513,472	663,166	850,306	43.82%	42.51%	40.78%	28,366	634,800	594,446
VOCATIONAL INSTRUCTION											
380 SPECIAL NEEDS	231,496	240,432	258,220	189,177	69,043	73.26%	80.57%	72.29%	(4,534)	193,711	167,342
399 CAREER AND TECHNICAL - GENERAL	63,966	68,063	72,583	53,240	19,343	73.35%	74.17%	74.20%	2,758	50,482	47,465
TOTAL - VOCATIONAL INSTRUCTION	295,462	308,496	330,803	242,417	88,386	73.28%	79.16%	72.70%	(1,776)	244,193	214,807
SPECIAL ED INSTRUCTION											
400 GENERAL SPECIAL EDUCATION	108,471	110,607	83,579	66,553	17,026	79.63%	59.83%	62.31%	380	66,173	67,593
401 SPEECH/LANGUAGE IMPAIRED	653,387	756,820	1,033,245	798,110	235,135	77.24%	79.94%	77.98%	193,132	604,978	509,513
402 DEVELOPMENTAL COGNITIVE DISABILITIES: MILD	111,947	118,134	114,668	68,803	45,865	60.00%	79.82%	66.08%	(25,492)	94,295	73,974
403 DEVELOPMENTAL COGNITIVE DISABILITIES: SEVERE	4,915	20,524	12,320	3,385	8,935	27.48%	68.06%	98.76%	(10,583)	13,969	4,854
404 PHYSICALLY IMPAIRED	555,834	582,179	659,923	450,596	209,327	68.28%	72.65%	76.50%	27,638	422,958	425,227
405 DEAF/HARD-OF-HEARING	214,717	228,154	230,338	161,656	68,682	70.18%	69.07%	70.08%	4,065	157,591	150,478
406 VISUALLY IMPAIRED	78,174	81,877	93,227	65,021	28,206	69.75%	72.93%	78.96%	5,309	59,713	61,724
407 SPECIFIC LEARNING DISABILITY	112,797	272,073	139,238	110,324	28,914	79.23%	51.61%	72.07%	(30,095)	140,419	81,290
408 EMOTIONAL/BEHAVIORAL DISORDER	1,374,053	1,501,672	1,428,170	725,531	702,639	50.80%	57.19%	54.98%	(133,313)	858,844	755,466
410 OTHER HEALTH DISABILITIES	109,409	106,049	145,365	175,314	(29,949)	120.60%	96.14%	2.21%	73,359	101,955	2,420
411 AUTISTIC SPECTRUM DISORDERS	474,745	508,490	478,700	474,021	4,679	99.02%	76.56%	89.98%	84,745	389,275	427,177
412 DEVELOPMENTALLY DELAYED	886,360	870,576	853,108	590,946	262,162	69.27%	68.28%	69.35%	(3,468)	594,414	614,696
414 TRAUMATIC BRAIN INJURY	0	6,815	5,675	20,989	(15,314)	369.86%	59.60%	0.00%	16,927	4,062	0
416 SEVERELY MULTIPLY IMPAIRED	0	655	0	0	0	0.00%	98.65%	0.00%	(646)	646	0
420 SPECIAL EDUCATION - AGGREGATE (THREE OR MORE)	2,036,125	2,196,406	2,417,379	1,646,852	770,527	68.13%	73.26%	75.18%	37,804	1,609,048	1,530,815
422 SPECIAL EDUCATION-STUDENTS WITHOUT DISABILITIES	278,055	250,571	318,710	125,757	192,953	39.46%	57.24%	49.21%	(17,665)	143,422	136,823
TOTAL - SPECIAL ED INSTRUCTION	6,998,990	7,611,603	8,013,645	5,483,858	2,529,787	68.43%	69.13%	69.18%	222,096	5,261,762	4,842,050
INSTRUCTIONAL SUPPORT											
610 CURRICULUM CONSULTANT AND DEVELOPMENT	347,145	295,945	347,806	337,848	9,958	97.14%	89.93%	61.63%	71,705	266,144	213,955
630 INSTRUCTION-RELATED TECHNOLOGY	75,825	59,078	75,107	79,108	(4,001)	105.33%	61.66%	51.11%	42,682	36,426	38,757
640 STAFF DEVELOPMENT	37,936	9,806	16,567	2,089	14,478	12.61%	99.40%	35.73%	(7,658)	9,747	13,555
TOTAL - INSTRUCTIONAL SUPPORT	460,906	364,829	439,480	419,045	20,435	95.35%	85.61%	57.77%	106,729	312,316	266,268
PUPIL SUPPORT SERVICES											

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	May 31,	May 31,	May 31,	Current YTD vs. Prior YTD	May 31, 2020	May 31, 2019
						2021 % of Budget Expended	2020 % of Actuals Expended	2019 % of Actuals Expended			
720 HEALTH SERVICES	163,454	176,681	256,904	191,776	65,128	74.65%	77.12%	77.08%	55,519	136,257	125,988
730 PSYCHOLOGICAL AND MENTAL HEALTH SERV	739,099	780,683	883,312	662,160	221,152	74.96%	74.00%	76.11%	84,459	577,701	562,564
740 SOCIAL WORK SERVICES	365,301	406,646	420,172	304,253	115,919	72.41%	71.66%	71.35%	12,868	291,385	260,635
760 PUPIL TRANSPORTATION	8,260	3,070	14,923	6,266	8,657	41.99%	89.59%	95.38%	3,516	2,750	7,878
790 OTHER PUPIL SUPPORT SERVICES	1,853	0	0	0	0	0.00%	0.00%	98.76%	0	0	1,830
TOTAL - PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,575,311	1,164,455	410,856	73.92%	73.74%	75.03%	156,362	1,008,093	958,895
FACILITIES											
810 OPERATIONS AND MAINTENANCE	324,480	294,452	381,904	181,860	200,044	47.62%	73.81%	69.01%	(35,475)	217,336	223,919
850 CAPITAL FACILITIES	1,057,012	1,087,154	1,131,178	1,819,554	(688,376)	160.85%	100.00%	100.19%	732,400	1,087,154	1,059,069
865 LONG-TERM FACILITIES MAINTENANCE	84,972	101,790	108,768	64,893	43,875	59.66%	52.47%	68.88%	11,485	53,409	58,526
870 BUILDING CONSTRUCTION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - FACILITIES	1,466,464	1,483,396	1,621,850	2,066,308	(444,458)	127.40%	91.54%	91.48%	708,410	1,357,898	1,341,515
OTHER FINANCING USES											
950 TRANSFERS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,349,007	12,989,428	13,908,228	10,487,447	3,420,781	75.40%	71.24%	70.19%	1,233,358	9,254,090	8,668,311



**GOODHUE CO ED DISTRICT
2020-21 CASH FLOW**

AS OF 6-15-21

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2020	-	-	-	-	-	829,631.52
7/1/2020	-	-	-	-	-	829,631.52
7/9/2020	(191,147.21)	-	-	-	176,628.87	815,113.18
7/15/2020	(117,553.44)	(169,560.82)	200,477.47	124,199.36	-	852,675.75
7/20/2020	(563,115.92)	-	237,450.71	-	-	527,010.54
7/31/2020	(115,879.71)	(159,493.10)	91.58	56,454.25	-	308,183.56
ENDING BALANCE	(987,696.28)	(329,053.92)	-	438,019.76	180,653.61	176,628.87

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2020	-	-	-	-	-	308,183.56
8/4/2020	(80,281.57)	-	281,440.96	-	-	509,342.95
8/15/2020	(135,894.42)	(194,940.82)	-	233,880.60	224,579.24	636,967.55
8/17/2020	(301,880.60)	-	120,972.75	-	-	456,059.70
8/30/2020	(123,616.67)	(174,273.43)	711,902.64	557,330.75	-	1,427,402.99
ENDING BALANCE	(641,673.26)	(369,214.25)	-	1,114,316.35	791,211.35	224,579.24

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2020	(112,545.22)	-	2,795.00	-	-	1,317,652.77
9/15/2020	(964,756.61)	(182,491.90)	141,740.35	125,813.75	-	437,958.36
9/17/2020	-	-	95,348.43	1,180.00	296,198.88	830,685.67
9/30/2020	(333,718.01)	(197,028.29)	243,252.05	200,757.21	-	743,948.63
ENDING BALANCE	(1,411,019.84)	(379,520.19)	-	483,135.83	327,750.96	296,198.88

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2020	-	-	72,984.31	-	-	816,932.94
10/9/2020	-	-	-	-	-	816,932.94
10/15/2020	(335,148.63)	(191,235.47)	-	53,294.85	145,271.86	489,115.55
10/20/2020	-	-	274,020.27	-	4,248.25	767,384.07
10/31/2020	(350,510.11)	(188,921.70)	335,127.16	219,312.04	323,055.56	1,105,447.02
ENDING BALANCE	(685,658.74)	(380,157.17)	-	682,131.74	272,606.89	472,575.67

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2020	-	-	-	-	-	1,105,447.02
11/5/2020	-	-	1,056.00	-	-	1,106,503.02
11/15/2020	(248,426.67)	(186,078.14)	626,301.41	66,618.57	-	1,364,918.19
11/20/2020	(36,468.12)	-	272,482.42	-	-	1,600,932.49
11/30/2020	(136,059.90)	(186,960.82)	76.10	96,317.71	-	1,374,305.58
ENDING BALANCE	(420,954.69)	(373,038.96)	-	899,915.93	162,936.28	-

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2020	-	-	-	-	206,672.09	1,580,977.67
12/8/2020	(71,351.28)	-	207,071.06	-	18,534.41	1,735,231.86
12/15/2020	(134,023.91)	(184,339.36)	113,256.98	145,013.02	4,479.17	1,679,617.76
12/20/2020	(100,170.59)	-	250,730.96	-	-	1,830,178.13
12/31/2020	(131,736.75)	(187,665.03)	85.18	79,098.01	-	1,589,959.54

ENDING BALANCE	(437,282.53)	(372,004.39)	-	571,144.18	224,111.03	229,685.67	1,589,959.54
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JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2021	(93,888.01)	-	-	-	-	1,496,071.53
1/8/2021	-	-	275,278.76	-	-	1,771,350.29
1/15/2021	(128,666.41)	(176,038.93)	-	131,830.02	-	1,598,474.97
1/20/2021	(704,215.65)	-	-	-	-	894,259.32
1/31/2021	(131,133.49)	(178,100.46)	270,798.02	350,337.05	-	1,206,160.44
ENDING BALANCE	(1,057,903.56)	(354,139.39)	-	546,076.78	482,167.07	1,206,160.44

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2021	(71,617.72)	-	-	-	-	1,134,542.72
2/15/2021	(130,061.05)	(182,535.86)	183,226.18	248,458.12	-	1,253,630.11
2/20/2021	(117,827.43)	-	-	-	260,252.09	1,396,054.77
2/28/2021	(133,393.18)	(181,823.87)	489,367.65	143,629.43	-	1,713,834.80
ENDING BALANCE	(452,899.38)	(364,359.73)	-	672,593.83	392,087.55	1,713,834.80

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2021	(178,857.74)	-	-	-	-	1,534,977.06
3/15/2021	(134,364.74)	(188,169.42)	124,589.77	143,612.08	-	1,480,644.75
3/20/2021	(151,306.55)	-	279,121.17	-	-	1,608,459.37
3/31/2021	(32.95)	(178,827.50)	62.10	172,353.79	-	1,602,014.81
ENDING BALANCE	(464,561.98)	(366,996.92)	-	403,773.04	315,965.87	1,602,014.81

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2021	(198,171.27)	-	361,931.31	-	-	1,765,774.85
4/15/2021	(400,237.25)	(191,497.04)	223,958.66	115,009.73	-	1,513,008.95
4/20/2021	-	-	-	-	292,786.04	1,805,794.99
4/30/2021	(175,562.62)	(180,004.79)	121,644.83	267,948.12	-	1,839,820.53
ENDING BALANCE	(773,971.14)	(371,501.83)	-	707,534.80	382,957.85	1,839,820.53

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2021	-	-	63,780.54	-	-	1,903,601.07
5/15/2021	(194,773.96)	(183,817.09)	-	143,635.03	-	1,668,645.05
5/20/2021	-	-	437,022.97	-	61,495.00	2,167,163.02
5/31/2021	(288,548.98)	(217,608.38)	56,682.54	143,635.02	-	1,861,323.22
ENDING BALANCE	(483,322.94)	(401,425.47)	-	557,486.05	287,270.05	1,861,323.22

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2021	(100,336.82)	-	165,635.11	-	-	1,926,621.51
6/15/2021	(137,606.76)	(188,604.10)	-	-	-	1,600,410.65
6/20/2021	(130,763.77)	-	223,333.96	143,635.03	-	1,836,615.88
6/30/2021	(125,607.90)	(182,976.11)	172,820.02	-	-	1,700,851.89
ENDING BALANCE	(494,315.25)	(371,580.21)	-	561,789.09	143,635.03	1,700,851.89

TOTALS	(8,311,259.59)	(4,432,992.43)	-	7,637,917.38	3,963,353.54	2,014,201.46	1,700,851.89
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- B. 5RO Update
- C. Summer Training Opportunities



GCED Summer Symposium

August 16 - 20, 2021

Virtual Professional Development for all of our Member Districts

Monday, August 16, 2021

8:00 - 3:00	AIM, Accept, Identify, Move. Day 1 of 2 Mark Dixon, Ph.D. Also register for Wednesday, 8.18.21 .	SEL Curriculum <i>Teams Encouraged</i>
8:00 - 11:00	Read 180 Heidi Mane, HMH	Reading Intervention Program
10:15 - 12:15	SpringBoard Math Sourcewell	Math Intervention Program <i>Math Interventionists</i>

Tuesday, August 17, 2021

8:00 - 10:00	Assistive Technology: Much more than you think! Monica Capra & GCED AT Team	AT <i>Special education case managers, service providers, and teachers Repeated on 8.19.21</i>
8:00 - 11:00	System 44 Heidi Mane, HMH	Foundational reading solution that provides intensive intervention for older struggling readers in grades 3-12 <i>GCED & Member District Teachers</i>
10:15 - 12:15	High Leverage Practices 1 Jillynne Raymond & Council for Exceptional Children (CEC) Postponed - HLPs will be introduced on GCED Day and trainings will occur throughout the 2021-22 School Year.	Instructional Practices <i>Special education teachers, instructional coaches</i>
10:15 - 12:15	GCED's Behavior Team Support	Support for Challenging Behaviors
1:00 - 3:00	High Leverage Practices 2 Jillynne Raymond & CEC Postponed - HLPs will be introduced on GCED Day and trainings will occur throughout the 2021-22 School Year.	Instructional Practices <i>Special education teachers, instructional coaches</i>

Wednesday, August 18, 2021

8:00 - 10:00	FAST for School Managers Weston Johnson	Full support for FAST School Managers
8:00 - 11:00	Math 180 Gloria Weinberg, HMH	MATH 180 is a comprehensive system of curriculum, instruction, assessment, and professional development designed to equip older struggling students with the knowledge, reasoning, and confidence to thrive in algebra.
8:00 - 3:00	AIM. Accept. Identify. Move. Day 2 of 2 Heather Derijke <i>Also register for Monday, 8.16.21.</i>	SEL Curriculum <i>Teams Encouraged</i>
10:15 - 12:15	FAST SAEBRS Training Module Weston Johnson	SAEBRS = Social, Academic Emotional Behavior Risk Screener <i>Repeated 8.19.21</i>

Thursday, August 19, 2021

8:00 - 10:00	eduClimber Introduction Jillynne Raymond	Data Visualization Tool <i>Anyone interested in student and system outcomes.</i> <i>Repeated 8.20.21</i>
8:00 - 10:00	FAST SAEBRS Training Module Weston Johnson	SAEBRS = Social, Academic Emotional Behavior Risk Screener
8:00 - 3:00	Sunday 1 Winsor Learning Representative	Multisensory Reading Intervention <i>Reading interventionists, Special education teachers</i>
10:15 - 12:15	FAST SAEBRS Implementation , Problem Solving, and Q/A Weston Johnson	SAEBRS = Social, Academic Emotional Behavior Risk Screener
10:15 - 12:15	Assistive Technology: Much more than you think! Monica Capra & GCED AT Team	AT <i>Special education case managers, service providers, and teachers</i> <i>Repeated from 8.17.21</i>
11:00 - 2:00	Zones of Regulation Emily Walz, The Zones	SEL Curriculum & Framework <i>Special and general education teachers, social workers, service providers, coaches</i>
1:00 - 3:00	FAST Progress Monitoring Training Module Weston Johnson	Progress Monitoring <i>Interventionists, Teachers</i>

Friday, August 20, 2021

8:00 - 10:00	FAST Progress Monitoring Training Module Weston Johnson	Progress Monitoring <i>Interventionists, Teachers</i>
8:00 - 11:00	Check & Connect National Check & Connect Trainer	This webinar covers the key C & C concepts, along with an outline for an ongoing process to ensure fidelity of implementation.
8:00 - 3:00	Sonday 2 Winsor Learning Representative	Multisensory Reading Intervention <i>Reading interventionists, Special education teachers</i>

- D. Safe and Sound Protocol Expansion
- E. County-wide and Member District Staffing Update
- F. MOE Update

MOE Projection

						Projected
GCED	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Sp Ed Expenditures	2,183,166.82	2,363,997.65	2,550,459.47	2,721,312.96	3,107,287.47	2,952,470.34
Students w IEP Served	154.00	157.00	142.00	136.00	125.00	72.00
Sp Ed Expense Per Student	14,176.41	15,057.31	17,960.98	20,009.65	24,858.30	41,006.53
State Aid	1,233,617.15	1,349,805.34	1,536,680.41	1,470,589.62	1,668,085.57	1,891,049.00
Local Expenditures	949,549.67	1,014,192.31	1,013,779.06	1,250,723.34	1,439,201.90	1,061,421.34
Local Exp per Student	6,165.91	6,459.82	7,139.29	9,196.50	11,513.62	14,741.96
Cannon Falls						
Total Sp Ed Expenditures	2,115,361.58	2,281,657.24	2,372,765.06	2,504,656.05	2,703,386.98	2,583,295.43
Students w IEP Served	156.00	155.00	184.00	199.00	198.00	192.00
Sp Ed Expense Per Student	13,560.01	14,720.37	12,895.46	12,586.21	13,653.47	13,454.66
State Aid	1,323,955.19	1,403,667.52	1,516,474.90	1,527,340.32	1,708,870.18	1,598,330.49
Local Expenditures	791,406.39	877,989.72	856,290.16	977,315.73	994,516.80	984,964.94
Local Exp per Student	5,073.12	5,664.45	4,653.75	4,911.13	5,022.81	5,130.03
Goodhue						
Total Sp Ed Expenditures	586,597.72	689,101.15	674,234.90	686,565.68	691,186.44	755,005.00
Students w IEP Served	66.00	60.00	57.00	51.00	56.00	60.00
Sp Ed Expense Per Student	8,887.84	11,485.02	11,828.68	13,462.07	12,342.62	12,583.42
State Aid	349,122.78	355,046.73	394,590.33	424,621.17	399,488.02	396,885.64
Local Expenditures	237,474.94	334,054.42	279,644.57	261,944.51	291,698.42	358,119.36
Local Exp per Student	3,598.11	5,567.57	4,906.05	5,136.17	5,208.90	5,968.66
Kenyon-Wanamingo						
Total Sp Ed Expenditures	1,711,097.39	1,619,604.95	1,852,943.34	2,046,892.56	2,142,567.93	2,190,195.61
Students w IEP Served	124.00	127.00	125.00	141.00	150.00	145.00
Sp Ed Expense Per Student	13,799.17	12,752.79	14,823.55	14,516.97	14,283.79	15,104.80
State Aid	1,112,336.05	1,087,833.57	1,066,296.16	1,198,444.23	1,483,901.94	1,383,848.64
Local Expenditures	598,761.34	531,771.38	786,647.18	848,448.33	658,665.99	806,346.97
Local Exp per Student	4,828.72	4,187.18	6,293.18	6,017.36	4,391.11	5,561.01
Lake City						
Total Sp Ed Expenditures	1,974,700.88	1,781,756.73	1,853,495.55	2,042,328.95	2,368,265.62	2,388,051.08
Students w IEP Served	210.00	220.00	210.00	213.00	190.00	160.00
Sp Ed Expense Per Student	9,403.34	8,098.89	8,826.17	9,588.40	12,464.56	14,925.32
State Aid	1,250,016.45	1,215,115.76	1,340,806.23	1,520,288.59	1,718,173.33	1,224,985.76
Local Expenditures	724,684.43	566,640.97	512,689.32	522,040.36	650,092.29	1,163,065.32
Local Exp per Student	3,450.88	2,575.64	2,441.38	2,450.89	3,421.54	7,269.16
Red Wing						
Total Sp Ed Expenditures	8,160,578.50	8,434,521.65	8,293,807.21	8,715,085.65	8,853,528.92	9,423,629.86
Students w IEP Served	509.00	537.00	544.00	581.00	580.00	511.00
Sp Ed Expense Per Student	16,032.57	15,706.74	15,245.97	15,000.15	15,264.71	18,441.55
State Aid	4,987,212.39	5,357,050.47	5,533,078.76	5,673,197.79	5,845,085.40	5,318,166.98
Local Expenditures	3,173,366.11	3,077,471.18	2,760,728.45	3,041,887.86	3,008,443.52	4,105,462.88
Local Exp per Student	6,234.51	5,730.86	5,074.87	5,235.61	5,186.97	8,034.17
Zumbrota-Mazeppa						
Total Sp Ed Expenditures	1,868,373.08	2,037,057.32	2,272,239.96	2,409,295.37	2,550,530.65	2,593,183.10
Students w IEP Served	176.00	186.00	204.00	218.00	218.00	185.00
Sp Ed Expense Per Student	10,615.76	10,951.92	11,138.43	11,051.81	11,699.68	14,017.21
State Aid	1,016,467.59	1,153,598.02	1,342,858.99	1,385,812.68	1,569,145.27	1,599,849.99
Local Expenditures	851,905.49	883,459.30	929,380.97	1,023,482.69	981,385.38	993,333.11

MOE Projection

Local Exp per Student	4,840.37	4,749.78	4,555.79	4,694.87	4,501.77	5,369.37
LEA Totals						
Total Sp Ed Expenditures	16,416,709.15	16,843,699.04	17,319,486.02	18,404,824.26	19,309,466.54	19,933,360.08
Students w IEP Served	1,395.00	1,442.00	1,466.00	1,539.00	1,517.00	1,325.00
Sp Ed Expense Per Student	11,768.25	11,680.79	11,814.11	11,958.95	12,728.72	15,044.05
State Aid	10,039,110.45	10,572,312.07	11,194,105.37	11,729,704.78	12,724,664.14	11,522,067.50
Local Expenditures	6,377,598.70	6,271,386.97	6,125,380.65	6,675,119.48	6,584,802.40	8,411,292.58
Local Exp per Student	4,571.76	4,349.09	4,178.30	4,337.31	4,340.67	6,348.15

V. **Old Business:**

A. Second Reading of New Policies for Board Consideration:

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Adopted: 06/23/21

MSBA/MASA Model Policy 208

Orig. 1995

Revised: _____

Rev. 2015

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

[Note: The provisions of this policy are recommendations. The procedures for policy development, adoption, and implementation are not specifically provided by statute.]

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school education district board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

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Formal guidelines are necessary to ensure the school-community that the school education district system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school education district board and should be in a form which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school education district board has jurisdiction to legislate policy for the school education-district with the force and effect of law. School Education district board policy provides the general direction as to what the school education district board wishes to accomplish while delegating implementation of policy to the administration.
- B. The school education district board's written policies provide guidelines and goals to the community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school education district board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by ~~a~~-an school education district board member, employee, student or ~~resident~~-residents of the school education-district member districts. Proposed policies or ideas shall be submitted to the superintendent executive director for review prior to possible placement on the school education district board agenda.

IV. ADOPTION OF POLICY

- A. The school education district board shall give notice of proposed policy changes or

adoption of new policies by placing the item on the agenda of two school education district board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school education district board action.

- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school education district board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.
- C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school education district board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school education district board shall have discretion to determine what constitutes an emergency situation.
- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school education district board has no control, the modified policy may be approved at one meeting at the discretion of the school education district board.

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V. IMPLEMENTATION OF POLICY

- A. The superintendent executive director shall be responsible for implementing school education district board policies, other than the policies that cover how the school education district board will operate. The superintendent executive director shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school education district board.

[Note: These policies are found in the 200 Series of the MSBA/MASA Policy Reference Manual.]

- B. Each school education district board member shall have access to this policy manual, and a copy shall be placed in the office of each school education district attendance center. Manuals shall be available in the central office and made available for reference purposes to other interested persons.
- C. The superintendent executive director, employees designated by the superintendent executive director, and individual school education district board members shall be responsible for keeping the policy manuals current.
- D. The school education district board shall review policies at least once every three years. The superintendent executive director shall be responsible for developing a system of periodic review, addressing approximately one third of the policies

annually. In addition, the ~~school~~education district board shall review the following policies annually: 410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition Policy; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; 616 ~~School~~Education—District System Accountability; and 806 Crisis Management Policy.

- E. When no ~~school~~education district board policy exists to provide guidance on a matter, the ~~superintendent~~executive director is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the ~~school~~education—district. Under such circumstances, the ~~superintendent~~executive director shall advise the ~~school~~education district board of the need for a policy and present a recommended policy to the ~~school~~education district board for approval.

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Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

Adopted: 06/23/21

MSBA/MASA Model Policy 301

Orig. 1995

Revised: _____

Rev. 2011

301 SCHOOL EDUCATION -DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school education -district administration and its relationship with the school education district board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school education -district administration to develop a-an school education district environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services. 36
- B. The school education district board expects all activities related to the operation of the school education -district to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the school education district board.
- C. The school education district board shall seek specific recommendations, background information and professional advice from the school education district administration, and will hold the administration accountable for sound management of the school education districts.
- D. Although the school education district board holds the superintendent executive director ultimately responsible for administration of the school education -district and annual evaluation of each principal, the school education district board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school education district building level.
- E. The school education district board and school education district administration shall work together to share information and decisions that best serve the needs of school education -district students within financial and facility constraints that may exist.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools

Adopted: 06/23/21

MSBA/MASA Model Policy 302

Orig. 1995

Revised: _____

Rev. 2011

302 SUPERINTENDENT EXECUTIVE DIRECTOR

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent executive director and the overall responsibility of that position within the school education district.

II. GENERAL STATEMENT OF POLICY

The school education district board shall employ ~~a~~ an superintendent executive director who shall serve as an ex officio, nonvoting member of the school education district board and as chief executive officer of the school education district system.

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III. GENERAL RESPONSIBILITIES

- A. The superintendent executive director is responsible for the management of the school education district, the administration of all school education district policies, and is directly accountable to the school education district board.
- B. The superintendent executive director shall annually evaluate each principal assigned responsibility for supervising ~~a~~ an school education district building in the district.
- C. The superintendent executive director may delegate responsibilities to other school education district personnel, but shall continue to be accountable for actions taken under such delegation.
- D. Where responsibilities are not specifically prescribed, nor school education district board policy applicable, the superintendent executive director shall use personal and professional judgment, subject to review by the school education district board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 301 (School District Administration)
MSBA/MASA Model Policy 303 (Superintendent Selection)

MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)
MSBA/MASA Model Policy 305 (Policy Implementation)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 513 (Student Promotion, Retention, and Program Design)
MSBA/MASA Model Policy 602 (Organization of School Calendar and School Day)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 802 (Disposition of Obsolete Equipment and Material) 38
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
MSBA/MASA Model Policy 905 (Advertising)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA/MASA Model Policy 907 (Rewards)
MSBA Service Manual, Chapter 3, Superintendent of Schools

Adopted: 06/23/21

MSBA/MASA Model Policy 305

Orig. 1995

Revised: _____

Rev. 1999

305 POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school-education district board policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent-executive director to implement school-education district board policy and to recommend additions or modifications thereto. The administration is authorized to develop guidelines and directives to effectuate the implementation of school-education district board policies. These guidelines and directives shall not be inconsistent with said policies. At least annually, these written procedures shall be presented to the school-education district board for review.
- B. Employee and student handbooks shall be subject to annual review and approval by the school-education district board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent-executive director to assure compliance with school-education district board policy and shall be approved by the school-education district board.

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Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the education district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The education district board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

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II. GENERAL STATEMENT OF POLICY

- A. The policy of the education district is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the education district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the education district board for review and adoption.
- D. The education district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The education district board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the education district weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the education district administration.
- B. The education district board and administration will inform staff and students

annually of policies and procedures related to violence prevention and weapons.

- C. The education district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the education district weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the education district hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

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- J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The education district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, and students to advise on policy implementation.
- D. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- E. In-service training for personnel by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.
- F. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- G. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).
- H. Establish clear school rules that prevent and deter violence.
- I. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences

and values among students, and to promote the message of inclusion.

- J. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- K. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- L. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.
- M. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- N. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- O. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- P. Develop curriculum 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.
- Q. Develop curriculum on child sexual abuse prevention for students, including age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.
- R. Provide training to all education district personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

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V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of education district board policies designed to protect their personal safety.
- C. Students will be provided with information as to education district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

- A. Education district personnel shall comply with the education district weapons policy (Policy 501) and the education district hazing policy (Policy 526).
- B. Education district personnel shall be knowledgeable of violence prevention policies and report any violation to education district administration immediately. Education district personnel will be informed annually as to education district and building rules regarding weapons and violence prevention.
- C. Education district personnel or agents of the education district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

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Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)
18 U.S.C. § 921 (Definition of Firearm)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21

L.Ed.2d 731 (1969)

Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)

McIntire v. Bethel School, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)

Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 504 (Student Dress and Appearance)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 507 (Corporal Punishment)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

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III. DEFINITIONS

A. Service Animal

A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual’s disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A “handler” is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. “Work or tasks” are those functions performed by a service animal.
2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other

tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

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IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
 1. Is the service animal required because of a disability; and
 2. What work or tasks is the service animal trained to perform.
- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

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VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School Education district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent-executive director or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are

requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.

- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
 - 1. Any of the requirements described in Part V., above, are not met.
 - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

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VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school-education district that he or she is allergic to a

service animal, the ~~school-education~~ district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the ~~school-education~~ district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

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If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the ~~superintendent-executive director~~ or the administrator designated to handle such requests. ~~A school~~An education district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

- A. The owner of the service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on ~~school-education~~ district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136
(ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations for Persons with Disabilities)
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)

MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

APPROVAL REQUEST FORM FOR USE OF A SERVICE ANIMAL

All requests should be submitted to the executive director.

Student/Employee Name: _____ Date: _____

Parent or authorized representative name(s) and contact information (*please include email, phone number, and address*): _____

Building: _____

Type of service animal: _____

Name of service animal: _____ Name of handler: _____

Is the service animal required because of a disability: _____

What work or tasks is the service animal trained to perform: _____

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Checklist for Completion of Form

Attached is documentation that the service animal is:

Properly licensed

Properly and currently vaccinated

I have read and understand the ~~School~~-Education District's policy regarding service animals and will abide by the terms of the policy.

I understand that if my service animal: is out of control and/or the animal's handler does not effectively control the animal's behavior; is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the ~~School~~-Education District; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the ~~School~~-Education District has the discretion to exclude or remove my service animal from its property.

I agree to be responsible for any and all damage to ~~School~~-Education District property, personal property, and any injuries to individuals caused by my service animal. I agree to indemnify, defend, and hold harmless the ~~School~~-Education District, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

Administrator Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Employee Signature: _____ Date: _____

Note: This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

Goodhue County Education District Policy Work

The following are new policies for board consideration.

- 101.1 *Legal Name of the District*
- 202 *School Board Officers*
- 203 *Operation of the School Board - Governing Rules*
- 203.1 *School Board Procedures; Rules of Order*
- 203.2 *Order of the Regular School Board Meeting*
- 203.5 *School Board Meeting Agenda*
- 203.6 *Consent Agendas*
- 204 *School Board Meeting Minutes*
- 208 *Development, Adoption, and Implementation of Policies*
- 301 Education District Administration
- 302 Executive Director
- 305 Policy Implementation
- 525 Violence Prevention
- 535 Service Animals in Schools
- 535f Service Animals in Schools form

Adopted: 06/23/2021

MSBA/MASA Model Policy 101.1

Orig. 1998

Revised: _____

Rev. 1999

101.1 NAME OF THE SCHOOL-EDUCATION DISTRICT

I. PURPOSE

The purpose of this policy is to clarify the name of the school-education district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school-education district is ~~Independent School~~Goodhue County Education District No. 6051-01. However, the school-education district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school-education district letterheads, signage, publications and other materials, the school-education board intends to establish a uniform name for the school-education district.

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III. UNIFORM NAME

- A. The name of the school-education district shall be the Goodhue County Education District.

(Examples include: Benson; Triton; Cass Lake-Bena; North Saint Paul-Maplewood-Oakdale; White Bear Lake Area Schools; Prior Lake/Savage Area Schools; West St. Paul-Mendota Heights-Eagan Area Schools; Northfield Public Schools; New Prague Community Schools; Stillwater Area Public Schools; Southwest Star Concept Schools; Jackson County Central School District.)

- B. The name specified above may be used to refer to the school-education district and may be shown on school-education district letterheads, signage, publications and other materials.

- C. In official communications ~~and on school district ballots~~, the school-education district shall be referred to as ~~Independent School~~the Goodhue County Education District No. 6051-61, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. § 123A.55 (Classes, Number)

Cross References:

Adopted: 06/23/21

MSBA/MASA Model Policy 202

Orig. 1995

Revised: _____

Rev. 2011

202 ~~SCHOOL EDUCATION~~ DISTRICT BOARD OFFICERS

~~*[Note: The provisions of this policy substantially reflect statutory requirements.]*~~

I. PURPOSE

~~School~~Education-district board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the ~~school~~education-district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

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A. The ~~school~~education-district board shall meet annually and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the ~~school~~education district board. At its option, the ~~school~~education district-board may appoint a vice-chair to serve in the temporary absence of the chair.

B. The ~~school~~education district board shall appoint ~~a superintendent~~an executive director who shall be an ex officio, nonvoting member of the ~~school~~education district board.

III. ORGANIZATION

The ~~school~~education district board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the ~~school~~education district board. These officers shall hold office for one year and until their successors are elected and qualify.

A. The persons who perform the duties of clerk and treasurer need not be members of the ~~school~~education district board.

B. The ~~school~~education district board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

~~*[Note: The organizational meeting is a good time for the school board to plan for how to cancel and reschedule a board meeting. For example, the school board could decide and include in the regular meeting schedule a provision that if the school district closes early due to bad weather and calls off evening activities, any school board meeting scheduled for that evening will also be postponed and held at the same time and place the following evening.]*~~

~~*The organizational meeting is also a good time for the school board to select the school*~~

~~district's legal counsel and the individuals authorized to contact legal counsel. Usually, the authorized contacts are the board chair, the superintendent, and the chief business official of the school district. In addition, many school districts authorize their human resources director, or a person exercising similar duties, to contact legal counsel.~~

IV. OFFICER'S RESPONSIBILITIES

A. Chair

1. The chair when present shall preside at all meetings of the ~~school~~education district board, countersign all orders upon the treasurer for claims allowed by the ~~school~~education district board, represent the ~~school~~education-district in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the ~~school~~education district board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment. 56

B. Treasurer

1. The treasurer or designee shall deposit the funds of the ~~school~~education district in the official depository.
2. The treasurer or designee shall make all reports which may be called for by the ~~school~~education district board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. § 123B.12.

C. Clerk

1. The clerk or designee shall keep a record of all meetings in the books provided.
- ~~2. Within three days after an election, the clerk shall notify all persons elected of their election.~~
- ~~3.2.~~ 3.2. On or before September 15 of each year, the clerk shall verify that the board and the MDE has been provided the following:
 - a. ~~file with the school board~~ a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.

- b. ~~make and transmit to the commissioner~~ certified reports, showing:
- (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
 - (2) length of ~~school~~education district term and enrollment and attendance by grades; and
 - (3) other items of information as called for by the commissioner.

~~4.3.~~ The clerk shall ~~enter into the clerk's record book verify that the business manager has~~ copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the ~~school~~education district.

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~~5.~~ ~~The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes, or designee.~~

~~6.4.~~ The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the ~~school~~education district board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.

~~7.~~ ~~The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.~~

~~8.5.~~ The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Vice-Chair ~~[Optional]~~

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

E. Superintendent~~Executive Director~~

1. The ~~superintendent executive director~~ shall be an ex officio, nonvoting member of the ~~school~~education district board.

2. The ~~superintendent executive director~~ shall perform the following:

- a. visit and supervise the schools in the ~~school~~education district, report and make recommendations about their condition when

advisable or on request by the school education district board;

- b. recommend to the school education district board employment and dismissal of teachers;
- c. annually evaluate each school education district principal assigned responsibility for supervising a school education district building within the district;
- d. superintend school education district grading practices and examinations for promotions;
- e. make reports required by the commissioner; and
- f. perform other duties prescribed by the school education district board.

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Legal References: Minn. Stat. § 123B.12 (Finance)
Minn. Stat. § 123B.14 (Officers)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)
Minn. Stat. Ch. 205A (School District Elections)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 201 (Legal Status of the School Board)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted: 06/23/21

MSBA/MASA Model Policy 203

Orig. 1995

Revised: _____

Rev. 2009

203 OPERATION OF THE SCHOOL EDUCATION DISTRICT BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school education district board.

II. GENERAL STATEMENT OF POLICY

An orderly school education district board meeting allows school education district board members to participate in discussion and decision of school education district district issues. Rules of order allow school education district board members the opportunity to review school education district-related topics, discuss school education district business items, and bring matters to conclusion in a timely and consistent manner. 59

III. RULES OF ORDER

Rules of order for school education district board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school education district board consistent with Minnesota statutes; and
- C. *Robert's Rules of Order, Revised* (latest edition) where not inconsistent with A. and B., above.

[Note: ~~The editions of Robert's Rules of Order differ, so specifying the edition used is important.~~

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (School Board Matters)
Minn. Stat. § 123B.14 (Officers)

Cross References:

Adopted: 06/23/21

MSBA/MASA Model Policy 203.1

Orig. 1997

Revised: _____

Rev. 1999

203.1 **SCHOOL EDUCATION DISTRICT BOARD PROCEDURES; RULES OF ORDER**

I. PURPOSE

The purpose of this policy is to provide specific rules of order to conduct meetings of the school education district board.

II. GENERAL STATEMENT OF POLICY

To ensure that school education district board meetings are conducted in an orderly fashion, the school education district board will follow rules of order which will allow the school education district board:

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- A. To establish guidelines by which the business of the school education district board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the school education district board and decisions of the school education district board can be made in an orderly and reasonable manner;
- C. To insure that members of the school education district board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
- D. To insure that meetings and actions of the school education district board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

- A. School Education district board members need not rise to gain the recognition of the chair.
- B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school education district board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making

and seconding a motion shall be recorded in the minutes.

- D. The chair shall decide the order in which school education district board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.
- E. The chair shall rule on all questions relating to motions and points of order brought before the school education district board.
- F. A ruling by the chair is subject to appeal to the full school education district board pursuant to Robert's Rules of Order.
- G. The school education district board shall have authority to recognize any member of the audience regarding a request to be heard at the school education district board meeting. Members of the public who wish to be heard shall follow school education district board procedures.
- H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.
- J. The order in which names will be called for roll call votes will be determined by the school education district board.
- ~~[Note: The school board may choose to include in the policy a method of calling the roll.]~~*
- K. The chair has the same right and responsibility as each school education district board member to vote on all issues.
- L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- M. A majority of the voting members of the school education district board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school education district board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

~~[Note: In addition, school boards may have other rules or local customs they wish to incorporate to reflect their normal processes and procedures.]~~

Legal References: Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)
Minn. Stat. § 122A.40 (Employment Contracts, Termination)
Minn. Stat. § 123B.09, Subds. 6 and 7 (School Board Powers)
Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)
Minn. Stat. § 471.88 (Exceptions)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)

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Adopted: 06/23/21

MSBA/MASA Model Policy 203.2

Orig. 1997

Revised: _____

Rev. 2007

203.2 ORDER OF THE REGULAR ~~SCHOOL~~EDUCATION DISTRICT BOARD MEETING

I. PURPOSE

The purpose of this policy is to ensure consistency in the order of business at regular ~~school~~education district board meetings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the ~~school~~education district board to consider matters that come before it in a consistent and orderly manner. 63

III. ORDER

A. The ~~school~~education district board shall conduct an orderly ~~school~~education district board meeting. The ~~school~~education district board will, at all regular ~~school~~education district board meetings, follow an agenda order similar to:

1. Call to order.
2. Approval of agenda.
3. ~~Recognition of visitors.~~Consent agenda.
4. Approval of prior meeting minutes.
5. ~~Consent agenda.~~Presentation of bills for payment.
6. ~~Presentation of additional bills for payment.~~Staff actions.
7. ~~Reports.~~Public Input.
8. ~~Written communications.~~Reports.
9. ~~Superintendent's announcements.~~Old Business.
10. ~~Other old or unfinished business.~~New Business.
11. ~~New business.~~Executive Director announcements.
12. Adjournment.

~~*[Note: The school board should incorporate its preferred order of business into this policy.]*~~

- B. Items in this order may be considered as part of a consent agenda.
- C. The school education district board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 203.6 (Consent Agendas)

Adopted: 06/23/21

MSBA/MASA Model Policy 203.5

Orig. 1997

Revised: _____

Rev. 2012

203.5 ~~SCHOOL~~EDUCATION DISTRICT BOARD MEETING AGENDA

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the ~~school~~education district board meeting agenda to ensure that the ~~school~~education district board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF POLICY

The policy of the ~~school~~education district board is that ~~school~~education district board meetings shall be conducted in a manner to allow the ~~school~~education district board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

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III. PROCEDURES

A. While all ~~school~~education district board members may provide input, it shall be the responsibility of the ~~school~~education district board chair and ~~superintendent executive director~~ to develop, prepare, and arrange the order of items for the tentative ~~school~~education district board meeting agenda for each ~~school~~education district board meeting.

B. Persons wishing to place an item on the agenda must make a request to the ~~school~~education district board chair or ~~superintendent-executive director~~ in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and ~~superintendent-executive director~~ shall determine whether to place the matter on the tentative agenda.

~~*[Note: The Commissioner of Administration has issued an opinion that a government entity is limited to acting only on those matters specifically included in the notice of a special meeting.]*~~

C. The tentative agenda and supporting documents shall be sent to the ~~school~~education district board members five (5) days prior to the scheduled ~~school~~education district board meeting.

D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the ~~school~~education district board meeting shall include a description of the matter.

- E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school education district board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school education district board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – 66
Governing Rules)
MSBA/MASA Model Policy 203.2 (Order of the Regular School Board
Meeting)
MSBA/MASA Model Policy 203.6 (Consent Agendas)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 207 (Public Hearings)

Adopted: 06/23/21

MSBA/MASA Model Policy 203.6

Orig. 1997

Revised: _____

Rev. 1999

203.6 CONSENT AGENDAS

I. PURPOSE

The purpose of this policy is to allow the use of a consent agenda.

II. GENERAL STATEMENT OF POLICY

In order for a more efficient administration of sehoeducation district board meetings, the sehoeducation district board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

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III. CONSENT AGENDAS

- A. The superintendentexecutive director, in consultation with the sehoeducation district board chair, may place items on the consent agenda. By using a consent agenda, the sehoeducation district board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those which usually do not require discussion or explanation prior to sehoeducation district board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the sehoeducation district district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual sehoeducation district board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the sehoeducation district board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved en masse by one vote of the sehoeducation district board. The consent agenda items shall be separately recorded in the minutes.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

Adopted: 06/23/21

MSBA/MASA Model Policy 204

Orig. 1995

Revised: _____

Rev. 2008

204 SCHOOL EDUCATION DISTRICT BOARD MEETING MINUTES

[Note: The provisions of this policy are required by statute.]

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school education district board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school education-district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school education district board, including records of the minutes of school education district board meetings and other required records of the school education district board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a ~~journal kept for that purpose~~ manner that preserves them. Public records maintained by the school education-district shall be available for inspection by members of the public during the regular business hours of the school education-district. Minutes of meetings shall be available for inspection at the administrative offices of the school education-district after they have been prepared. Minutes of ~~a~~ an school education district board meeting shall be approved or modified by the school education district board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school education-district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school education district for the following time periods:

- a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
 - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the ~~school~~education-district for at least three (3) years after the date of the meeting.
 - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the ~~school~~education-district's Records Retention Schedule.
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3. Recordings of closed meetings shall be classified by the ~~school~~education district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
 - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the ~~school~~education-district for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the ~~school~~education-district has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
 4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the ~~school~~education-district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
 5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:

- a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
 - c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The ~~school~~education district board shall cause its official proceedings to be published ~~once in the official newspaper~~on the website of the ~~school~~education district within thirty (30) days of the meeting at which the proceedings occurred; however, if the ~~school~~education district board conducts regular meetings not more than once every thirty (30) days, the ~~school~~education district board need not publish the minutes until ten (10) days after they have been approved by the ~~school~~education district board.
- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the ~~school~~education district board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the ~~school~~education district board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the ~~school~~education district board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the ~~school~~education district board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the ~~school~~education district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the ~~school~~education district or by means of standard or electronic mail.

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Minn. Stat. § 123B.09, Subd. 10 (Publishing Proceedings)
Minn. Stat. § 123B.14, Subd. 7 (Record of Meetings)
Minn. Stat. § 331A.01 (Definition)
Minn. Stat. § 331A.05, Subd. 8 (Notice Regarding Published Summaries)
Minn. Stat. § 331A.08, Subd. 3 (Publication of Proceedings)
Op. Atty. Gen. 161-a-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d
428 (1956)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers
and Duties

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

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

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II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

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IV. LONG-TERM STRATEGIC PLAN

- A. The education district board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined education district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
- [Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]*
2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

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

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

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

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

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

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

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

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

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

- a. reading, writing, speaking, listening, and viewing in the English language;
- b. mathematical and scientific concepts;
- c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

- d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills

necessary to:

- a. appreciate, understand, and accept human diversity and interdependence;
- b. address human problems through team effort;
- c. resolve conflicts with and among others;
- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

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

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs. 78
1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

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

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The education district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The education district must use locally adopted, developmentally appropriate, and culturally responsive

assessment and annually report summary assessment results to the Commissioner of Education by July 1.

4. The education district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students ~~with:~~ who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph

a. ~~(1),~~ the report must include:

a.

i. ~~a summary of the district's efforts to screen for dyslexia;~~

i.

ii. ~~the number of students screened for that reporting year; and~~

ii.

iii. ~~the number of students demonstrating characteristics of dyslexia for that year.~~

b. ~~convergence insufficiency disorder.~~

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

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

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

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

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

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Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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The policy of the education district is that all students entering grade 8 in the ~~2011-2012~~2012-2013 school year and later must demonstrate, as determined by the education district, their satisfactory completion of the credit requirements and their understanding of academic standards. The education district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

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

IV. DISTRICT ASSESSMENT COORDINATOR

Brian Cashman, Coordinator of Alternative Programming shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the education district board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

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

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a

career or college are actively encouraged by the education district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.

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

VI. GRADUATION CREDIT REQUIREMENTS

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

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

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

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

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VII. GRADUATION STANDARDS REQUIREMENTS

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

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;

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

VIII. EARLY GRADUATION

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

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

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

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

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

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

Cross References:

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

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

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

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

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

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

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II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The education district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing. 89

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The education district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

- b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

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C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through minnesotapearsonaccessnext.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

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V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The education district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

- Legal References:**
- Minn. Stat. § 120B.11 (School District Process)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
 - Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 - Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 - Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 - Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines, <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

616 EDUCATION DISTRICT SYSTEM ACCOUNTABILITY

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

I. PURPOSE

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

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II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the education district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that education districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and

[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from education district board members, students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]

2. The education district board shall annually review and determine if student achievement levels at each education district site meet federal expectations. If the education district board determines that student achievement levels at a education district site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the education district site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the education district board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The education district board will utilize models developed by the Commissioner for measuring individual student progress. The education district board must coordinate with MDE in evaluating education district sites and continuous improvement plans, consistent with best practices.

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D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By [September 1st] of each year, the Advisory Committee will meet to advise and assist the education district in the implementation of the education district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the education district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:

- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. District Assessment Coordinator (if different from “a.” above)

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

5. Translation services should be provided to the extent appropriate and practicable. 95

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

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

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

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

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

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

F. Reporting

- 1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the education district board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the education district

Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

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

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

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

MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 616

Orig. 1997

Revised: _____

Rev. 2019

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

I. PURPOSE

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

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II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students

board shall receive public input and comment and shall adopt or update this policy at least annually. ~~The Graduation Standards Implementation Committee [will/will not] be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.~~

~~*[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from school board members, students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]*~~

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the ~~Graduation Standards Implementation~~ Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The ~~Graduation Standards Implementation~~ Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

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D. ~~Advisory Committee for~~ Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

parents, support staff, students, and other community residents. Included in its membership should be:

- a. The Director of Curriculum (or similar educational leader)
- b. Principal
- c. School Board Member
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. District Assessment Coordinator (if different from “a.” above)

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

5. Translation services should be provided to the extent appropriate and practicable.
6. The Advisory Committee shall meet the following timeline each year:
 - Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - Month(s): Review evaluation results and prepare recommendations.
 - Month: Present recommendations to the school board for its input and approval.

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

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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

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

Cross References:

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

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards) 100

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

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

MSBA/MASA Model Policy 620 (Credit for Learning)

516 STUDENT MEDICATION

[Note: The necessary provisions for complying with Minn. Stat. §§ 121A.22, Administration of Drugs and Medicine, 121A.221, Possession and Use of Asthma Inhalers by Asthmatic Students, and 121A.222, Possession and Use of Nonprescription Pain Relievers by Secondary Students are included in this policy. The statutes do not regulate administration of drugs and medicine for students age 18 and over or other nonprescription medications. Please note that §121A.22 does not require school districts to apply the administration of medication rule to drugs or medicine used off school grounds, drugs or medicines used in connection with athletics or extra-curricular activities, and drugs and medicines that are used in connection with activities that occur before or after the regular school day.]

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I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The education district acknowledges that some students may require prescribed drugs or medication during the school day. The education district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and education district procedures.

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.

- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the education district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the education district under Minn. Stat. § 121A.21). The education district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the education district board for approval. Upon approval by the education district board, such guidelines and procedures shall be an addendum to this policy.

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J. If the administration of a drug or medication described in this section requires the education district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the education district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

JK. Specific Exceptions:

1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
2. Emergency health procedures, including emergency administration of drugs

and medicine are not subject to this policy;

3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the education district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

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The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the education district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. **Nonprescription Medication.** A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the education district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The education district may revoke a student's privilege to possess and use nonprescription pain relievers if the education district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this

paragraph, only prescription medications are governed by this policy.

7. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:
 - a. possess epinephrine auto-injectors; or
 - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

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8. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

KL. "Parent" for students 18 years old or older is the student.

LM. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

MN. Procedure regarding unclaimed drugs or medications.

1. The education district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the education district shall make a reasonable attempt to return the

unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the education district.

2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes § 152.01, subdivision 4, or is an over-the-counter medication, the education district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the education district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes § 152.01, subdivision 4, the education district or education personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The education district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

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- Legal References:**
- Minn. Stat. § 13.32 (Student Health Data)
 - Minn. Stat. § 121A.21 (Hiring of Health Personnel)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
 - Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
 - Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
 - Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
 - Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
 - Minn. Stat. § 152.01 (Definitions)
 - Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
 - Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
 - Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
 - 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
 - 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
- Cross References:**
- MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 C.F.R. Part 106. These regulations, which go into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.]

The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 C.F.R. § 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations].

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I. GENERAL STATEMENT OF POLICY

- A. The education district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The education district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The education district prohibits sexual harassment that occurs within its education programs and activities. When the education district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the education district's education programs and activities and that is committed by an education district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the education district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the education district's education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The education district's Title IX Coordinator is:

Nicole Bolduan, Assistant Director/Principal
River Bluff Education Center
395 Guernsey Lane
Red Wing, MN 55066
651-388-4441
nbolduan@gced.k12..m.us

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

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II. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the education district's Title IX Coordinator or to any employee of the education district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the education district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the education district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- A. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The education district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- B. "Education program or activity" means locations, events, or circumstances for which the education district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes education district education programs or activities that occur on or off of education district property.

- C. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the education district investigate the allegation of sexual harassment.
1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the education district with which the formal complaint is filed.
- D. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- E. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- F. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- G. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- H. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in an education district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by an education district employee (conditioning the provision of an aid, benefit, or service of the education district on an

individual's participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).

I. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the education district buildings or property, and other similar measures.

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J. “Title IX Personnel” means any person who addresses, works on, or assists with the education district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. “Title IX Coordinator” means an employee of the education district that coordinates the education district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be an education district employee, education district official, or a third party designated by the education district.
3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or

the Appellate Decision-maker.

4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be an education district employee, or a third party designated by the education district.
5. The executive director of the education district may delegate functions assigned to a specific education district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the executive director at any time. The education district may also, in its discretion, appoint suitably qualified persons who are not education district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

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III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The education district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The education district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The education district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid

credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

- D. Confidentiality

The education district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the education district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

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- E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

- F. Notice

The education district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice

will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The education district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the education district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The education district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the education district obtains the party's voluntary, written consent.

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I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the education district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when education district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the education district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received

by the Education District.

4. The education district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the Education District.
5. Although the education district strives to adhere to the timelines described above, in each case, the education district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening education district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

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K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the education district may provide a complainant and disciplinary sanctions that the education district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the education district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual

harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

- B. Any employee of the education district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the Education District may report the alleged conduct to law enforcement authorities. The education district encourages complainants to report criminal behavior to the police immediately.

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V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The education district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The education district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the education district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the education district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the education district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

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VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The education district may remove a student-respondent from an education program or activity of the education district on an emergency basis before a determination regarding responsibility is made if:
 - a. The education district undertakes an individualized safety and risk analysis;
 - b. The education district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The education district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related education district policies, including MSBA Model Policy 506 – Student Discipline. The education district must take into consideration applicable requirements of the Individuals with

Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

[NOTE: The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]

B. Employee Administrative Leave

The education district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The education district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

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VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the education district at the education district's discretion, but only after a formal complaint has been received by the education district.
- B. The education district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a education district employee sexually harassed a student.
- D. The education district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The education district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the education district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the education district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The education district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the education district; or
 - 3. Specific circumstances prevent the education district from gathering sufficient evidence to reach a determination.
- C. The education district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the education district from addressing the underlying conduct in any manner that the education district deems appropriate.

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[NOTE: For example, school districts are reminded of the obligation under Minn. Stat. § 122A.20, subd. 2, to make a mandatory report to PELSB concerning any teacher who resigns during the course of an investigation of misconduct.]

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the Education District, the education district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

- B. If during the course of the investigation the education district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the education district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the education district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The education district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

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X. DETERMINATION REGARDING RESPONSIBILITY

[NOTE: The Title IX regulations do not require school districts to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school district desires to create such procedures, legal counsel should be consulted.]

- A. After the education district has sent the investigative report to both parties and before the education district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions

from each party.

- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the education district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the education district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the education district to the complainant; and
 - 6. The education district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker 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 incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the education district provides the parties with the written determination of the result

of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The education district shall offer the parties an opportunity to appeal a determination regarding responsibility or the education district's dismissal of a formal complaint or any allegations therein, on the following bases:
1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the education district, the education district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

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XII. RETALIATION PROHIBITED

- A. Neither the education district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex

discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of education district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

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XIII. TRAINING

- A. The education district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the education district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the education district's website. If the education district does not have a website, it must make the training

materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, education district employee, and employee unions.
- B. The education district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The education district must provide applicants for admission and employment, students, parents or legal guardians of secondary education students, employees, and all unions holding collective bargaining agreements with the education district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 - 2. Notice that the education district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 - 4. Notice of the education district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the education district will respond.

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XV. RECORDKEEPING

- A. The education district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the education district must document:
 - 1. The basis for the education district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 - 2. The measures the education district has taken that are designed to restore or

preserve equal access to the education district's education program or activity; and

3. If the education district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The education district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

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Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital
Status Nondiscrimination)

INDEPENDENT SCHOOL DISTRICT NO. 6051

SEX NONDISCRIMINATION REPORTING FORM

General Statement of Policy Prohibiting Sex Nondiscrimination

Education District No. 6051 maintains a firm policy prohibiting all forms of sex nondiscrimination. All persons are to be treated with respect and dignity. Sex nondiscrimination by any teacher, administrator or other school personnel will not be tolerated under any circumstances.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s): _____

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Name of person you believe discriminated toward you or a student on the basis of sex: _____

If the alleged sex nondiscrimination was toward another person, identify that person: _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary): _____

Where and when did the incident(s) occur?: _____

List any witnesses that were present: _____

This complaint is filed based on my honest belief that _____ has discriminated against me or a person on the basis of sex. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by: _____

(Date)

Adopted: 6/27/13

MSBA/MASA Model Policy 523

Orig. 1995

Revised: 7/25/19; 6/23/21

Rev. 20192020

523 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in the education district's policies are applicable to students as well as to employees. In order to avoid undue duplication, the education district provides notice by this section of the application and incorporation by reference of the following policies which also apply to students:

Model Policy 102	Equal Educational Opportunity	
Model Policy 103	Complaints – Students, Employees, Parents, Other Persons	
Model Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations	
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student	
Model Policy 305	Policy Implementation	
Model Policy 413	Harassment and Violence	
Model Policy 417	Chemical Use and Abuse	
Model Policy 418	Drug-Free Workplace/Drug-Free School	
Model Policy 419	Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)	
Model Policy 420	Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions	
Model Policy 511	Student Fundraising	
Model Policy 524	Internet Acceptable Use and Safety Policy	
Model Policy 525	Violence Prevention	
Model Policy 610	Field Trips	
Model Policy 613	Graduation Requirements	
Model Policy 614	School District Testing Plan and Procedure	
Model Policy 615	Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students	
Model Policy 616	School District System Accountability	
Model Policy 707	Transportation of Public School Students	
Model Policy 708	Transportation of Nonpublic School Students	
Model Policy 709	Student Transportation Safety Policy	
Model Policy 710	Extracurricular Transportation	
Model Policy 711	Video Recording on School Buses	
Model Policy 712	Video Surveillance Other Than on Buses	
Model Policy 801	Equal Access to School Facilities	

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Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References:

Cross References:

Goodhue County Education District Policy Work

The following are revised policies for board consideration. This is a 1st Reading.

419	Tobacco-Free Environment; Possession and Use of tobacco, Tobacco-related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction	revision
504	Student Dress and Appearance	revision
506	Student Discipline	revision
506f	Student Discipline form	revision
516	Student Medication	revision
522	Student Sex Nondiscrimination	revision
522f	Student Sex Nondiscrimination form	revision
523	Policies Incorporated by Reference	revision
601	School District Curriculum & Instruction Goals	revision
613	Graduation Requirements	revision
615	Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504, and LEP Students	revision
616	Education District System Accountability	revision

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

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the education district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that 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 possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that an education district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for education 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, education 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, tobacco-related devices, or electronic delivery devices. The education district will not promote or allow promotion of tobacco products or electronic delivery devices on education district property or at education district-sponsored events.

III. DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration. 130
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

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

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on 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. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on education district property or at off-campus events sponsored by the education district.

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V. VAPING PREVENTION INSTRUCTION

- A. The education district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The education district must provide vaping prevention instruction at least once to students in grades 9 through 12.
- C. The education district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the education district’s locally developed health standards.

VI. ENFORCEMENT

- A. All individuals on education district 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~~School administrators and other school personnel who violate this tobacco-free policy shall be subject to education district discipline procedures.
- 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. ~~Education district~~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.

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VII. 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.

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

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

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The policy of the education district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s). 133
- B. Appropriate clothing includes, but is not limited to, the following:
1. Clothing appropriate for the weather.
 2. Clothing that does not create a health or safety hazard.
 3. Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
 2. Clothing bearing a message that is lewd, vulgar, or obscene.
 3. Apparel promoting products or activities that are illegal for use by minors.
 4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
 5. Any apparel or footwear that would damage school property.
- D. Headgear, including hats or head coverings, Hats are not allowed in the building

except with the approval of the building principal (i.e., student undergoing chemotherapy, medical situations, student religious practice or belief).

- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.
- F. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

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III. PROCEDURES

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

Legal References:

U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415

(W.D. Okla. 1992)

Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)

Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

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

506 STUDENT DISCIPLINE

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

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

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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,

- 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

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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;
- 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

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;

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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;

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- 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.

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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

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.*

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 Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and*
3. *Any procedures determined appropriate for referring students in need of special education services to those services.*

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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.

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.

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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 members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
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

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.

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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.

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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 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 a 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

made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

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.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education) 145
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students with Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)



GOODHUE COUNTY EDUCATION DISTRICT #6051

395 Guernsey Lane, Red Wing, MN 55066 • Phone 651.388.4441 • Fax 651.388.9557

Member Districts: Cannon Falls #252 • Goodhue #253 • Kenyon-Wanamingo #2172 • Lake City #813 • Red Wing #256 • Zumbrota-Mazeppa #2805

NOTICE OF SUSPENSION

(Date)

(Name of Parent or Guardian)

(Address)

(City, State, Zip)

Dear (Parent or Guardian)

(Name of Student) has been suspended from (name of school) for (number of days) commencing on (date).

The grounds for suspension are:

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Briefly, the facts that have been determined are:

The testimony received was:

An administrative conference to determine the above was conducted before

_____, at _____ on _____
(Name of Administrator) (Time) (Date)

pursuant to Minn. Stat. §§ 121A.40-121A.56, a copy of which is enclosed.

The plan of readmission is:

Alternative educational services in the form of homework will be available to be picked up at the school after _____ [date] _____.

While suspended, the student may not come on any school campus except with you for the purpose of discussing conduct.

If you have any questions, please call.

Sincerely,

Administrator

Enc: Minn. Stat. §§ 121A.40-121A.56



Goodhue County Education District • July 12, 2021

Planning Session: 8:30 AM to 12:20 PM

Detail Session: 12:45-3:15 PM

Orientation

8:30

- Rationale for this session: Cherie
- Introductions: GCED members & Bruce Miles
- Goals for this session:
 - 1) ID survey results, and recent successes & issues
 - 2) ID your new vision for GCED
 - 3) ID priorities aligned with your new vision
 - 4) ID goals aligned with your new priorities
 - 5) ID roles & responsibilities for new goals
 - 6) ID next steps & types of future work
 - 7) Complete an evaluation of this session
- Planning Funnel
- Survey Summary

(Page 1)

(Page 2)

ID Recent Successes & Issues

8:45

- Break into small groups by matching cards
- Successes & Issues Worksheet
- Brief discussion of results

(Page 3)

Brief Review: Director's Vision

9:15

- Cherie
- Discussion

Identify Your Vision

9:30

- Break into small groups by matching cards
- Sample Vision & Mission statements
- Use the Vision & Priorities Worksheet: *Top Half*
- Large group: Prioritize products from small groups

(Page 4)

(Page 5)

- Identify New Priorities** 10:00
- Break into small groups by matching cards
 - Use the Vision & Priorities Worksheet: *Bottom Half* (Page 5)
 - Large group: Prioritize products from small groups
- Break!** 10:30
- Benchmark Your New Priorities** 10:45
- Break into small groups by matching cards
 - Use of the Benchmark Worksheet (Page 6)
 - Large group: Review products from small groups
- ID Other Future Work** 11:15
- Use of the "Types of Work" Worksheet (Page 7)
 - Large group: Review products from small groups
- Review Next Steps** 11:45
- Team: Complete Chainsaw Work plans for new goals (Page 8)
 - ID Roles & Responsibilities: My Job, Your Job (Page 9)
 - Review & assign new goals & plans to existing or ad hoc work teams
 - The Sups & Executive Director are the “General Contractors” that...
 - 1) Reviews goals & progress @ each meeting under “Old Business”
 - 2) Monitors timelines
 - 3) Monitors progress
 - 4) Adds resources/expertise where necessary
- Discussion & Thoughts** 12:00
- Are there any other items that need to be discussed right now?
 - Cherie
- Closure - Planning Session** 12:20
- Thank you for the opportunity to work with you
 - Please fill out the attached evaluation

Goodhue County Education District • June 26, 2014
Detail Session: 12:45-3:15 PM

Orientation	12:45
<ul style="list-style-type: none">• Goals for this session:<ol style="list-style-type: none">1) Briefly review results from prior session2) Fine-tune any detail needed for Benchmarks & Types of Work3) Develop work plans for new priorities4) ID Roles & Responsibilities: My Job, Your Job5) Consider next steps6) Complete an evaluation of this session• Discussion re: prior session & results	
Improve Benchmarks & Types of Work	1:00
<ul style="list-style-type: none">• Benchmark Worksheet (Page 6)• "Types of Work" Worksheet (Page 7)• Review & edits	
Create Detail - Part 1	1:30
<ul style="list-style-type: none">• Complete Chainsaw Work plans for new goals (Page 8)	
Break!	2:15
Create Detail - Part 2	2:30
<ul style="list-style-type: none">• ID Roles & Responsibilities: My Job, Your Job (Page 9)	
Next Steps	3:00
<ul style="list-style-type: none">• Are there any other items that need to be discussed right now?• Cherie	
Closure - <u>Detail Session</u>	3:15
<ul style="list-style-type: none">• Please fill out the attached evaluation	

VI. **New Business:**

A. GCHHS Agreement with GCED; GCED Agreement with GCHHS

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Goodhue County Health and Human Service Professional Service Agreement
With Goodhue County Education District

Goodhue County Education District(s)(GCED) (#252, #253, #256, #813, #2172, #2805) located at 395 Guernsey Lane, Red Wing, MN 55066, hereafter referred to as the “Agency” and

Goodhue County Health & Human Services, 426 West Avenue, Red Wing, Minnesota 55066 hereafter referred to as the “Contractor” enter into this agreement for the period from **July 1, 2021** to **June 30, 2022**.

This contract may be extended by written agreement between the Agency and the Contractor.

WITNESSETH

WHEREAS, the Contractor is an organization licensed by the Department of Human Services and the Minnesota Department of Health to provide **Case Management and Supportive Family Based Services**;

WHEREAS, the Contractor and the Agency agree to participate in providing Interagency coordinated services and programs for children; and

WHEREAS, it is to the Contractor’s and the Agency’s best interest, the community’s benefit, and the enhancement of Children’s Mental Health to provide a clinical and family based component in order for children with disabilities to satisfactorily progress emotionally, socially and educationally; and

WHEREAS, the Contractor is required to provide mental health services in accordance with the Comprehensive Mental Health Act; and

NOW, THEREFORE, in consideration of the mutual understandings and agreements set forth, the Agency and the Contractor agree as follows:

1. **Agency and Contractor Duties:**

The Goodhue County Education District agrees to provide funding towards these collaborative services and the contractor agrees to furnish the following:

1.	<u>Child General Case Management - 193X</u>	<u>\$205,873.00</u>
2.	<u>Child Rule 79 Case Management - 490X</u>	<u>\$100,000.00</u>
3.	<u>Family Based Counseling—162X</u>	<u>\$60,000.00</u>
4.	<u>Family Group Decision Making—166X</u>	<u>\$10,000.00</u>

Agency agrees to provide the facility, including appropriate space for the provision of mental health including the services for children/families enrolled in the program. The classrooms and other facilities in which students receive instruction, related services and supplemental aids and services shall be essentially equivalent to regular education programming, shall provide an atmosphere conducive to learning, and shall meet student’s special physical, sensory, and emotional needs.

NOW THEREFORE, IT IS AGREED, by and between the Contractor and the Agency, the conditions of the contract as follows:

- a. Provide direct individual, group and family services to qualified students with disabilities in the Goodhue County Education District. The IEP/IFSP of these qualified students with disabilities contains documentation of the need for the services.
- b. Provide direct services to the parents (guardians) and families of the Interagency County Education District Program children through parent education, case management, crisis planning and intervention, and mental health consultation.

- c. Serve as support liaison between home, school, and community agencies. Case managers and social workers will participate in an interagency committee related to children in the Education District school child study team meetings on children served. In addition to providing general clinical input, the case managers and social workers will complete evaluations and make recommendations for program placement transition.
- d. Ensure that the mental health professional shall participate on an interagency County Education District committee to consider the special needs and develop appropriate services for each student.
- e. Provide mental health consultation to special education staff, regular education staff, school administrators, and other Agency personnel as appropriate.
- f. The Contractor will employ social worker to provide services to children with school attendance concerns. All County social workers must pass the State Merit System exam and be “certified” by Minnesota Merit System for County hire. Personnel may also hold licenses from Board of Teaching, Commissioner of MDE or Board of Social Work.
- g. A Mental Health Practitioner Social Workers/Family Therapist/Consultant will be subcontracted through the contractor for the length of this contract.
- h. Direct service will be provided according to student’s IEP/IFSP each day school is in session, including the regular school year, extended school year and beyond. The student’s IEP/IFSP will document need for services, including need for extended school year.
- i. Schedule flexibility will be allowed so that evening parent education and family services may be provided and the mental health component can be integrated and coordinated with the education component.
- j. Services will consist of program development and implementation, including case management diagnostic assessments, crisis planning and intervention, treatment planning, individual and group counseling, parent education, family counseling, consultation, team meetings, report writing, and meeting other applicable policies and procedures of the Contractor and the Agency. The process of providing a service offered through this contractual agreement will be done as an IEP/IFSP team decision function and not solely by a decision of a district or Contractor.
- k. Direct clinical time and direct administrative supervision will be provided by the Contractor staff.

2. Cost and Delivery of Purchased Services

- a. The total amount to be paid to the Contractor for the Purchased Services shall not exceed **\$375,873.00**
- b. It is understood and agreed that in the event the reimbursement to the Contractor and/or the County from State and Federal sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations for each party hereunder shall thereupon be modified or terminated; notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.
- c. The Director of Special Education for Goodhue County Education District and the Director of Goodhue County Health & Human Services shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.

3. Eligibility for Services

Eligibility for services under this contract shall be:

- a. All children must have legal residence in Goodhue County as per MN Statute 120A.22.
- b. All children must be identified as disabled according to Minnesota Department of Education regulations and be in need of special education services.
- c. All children determined to be eligible for the Setting IV must be at least three (3) years old but less than twenty-one (21) years old.
- d. The Contractor and the Agency shall secure, and then share:
 - 1. Joint release of information.
 - 2. Assessment report (child).
 - 3. ISP, IEP.

4. Parent Conference/Periodic Review(s) Reports.

Written reports shall contain documentation of student progress toward ISP, IEP Goals/Objectives.

- e. The Contractor shall follow established written due process procedures for terminating services to a client. The Agency shall be notified in 30 days.

4. Payment for Purchased Services

The Contractor will invoice the Agency in July of each year for the previous SFY. The Agency shall reimburse the Contractor 100 percent of the billed costs for the provision of the services in item 1 within 60 days of receipt of the bill.

5. Audit and Record Disclosures

- a. Allow Director of the Contractor and the Minnesota Department of Human Services access to the Agency's facility records at regular office hours to exercise their responsibility to monitor Purchased services.
- b. Records pertaining to the contract at the Contractor's Offices and the Agency's offices for three years for audit purposes.

6. Safeguard of Client Information

The use or disclosure by any party of information concerning an eligible client in violation of any rule of confidentiality provided for in the MN Data Practices Act, HIPAA or FERPA, or for any purpose not directly connected with the Contractor and the Agency responsibility with respect to the Purchased Services hereunder is prohibited except on written consent of such eligible client, the client's attorney or the client's responsible parent or guardian.

7. Equal Employment Opportunity and Civil Right Non-Discrimination

The Contractor agrees to comply with the Civil Rights Act of 1964, Title VII (42 USC 2000e); including Executive Order No. 11246, and Title VI (42 USC 2000d); and the Rehabilitation Act of 1973, as amended by Section 504; Minnesota Statutes, section 363A.02; and all applicable federal and state laws, rules regulations and orders prohibiting discrimination in employment, facilities and services. The Contractor shall not discriminate in employment, facilities, and in the rendering of Purchased Services hereunder on the basis of race, color, religion, age, gender, sexual orientation, disability, marital status, public assistance status, creed, or national origin.

8. Fair Hearing and Grievance Procedures

Contractor agrees to provide for a fair hearing and grievance procedure in conformance with Minnesota Statute; section 256.045, and in conjunction with the Fair Hearing and Grievance Procedures established by administrative rules of the State Department of Human Services and administrative rules of the Department of Education.

9. Bonding, Indemnify, Insurance and Audit Clause

- a. Bonding: Contractor shall obtain and maintain at all times, during the term of this agreement, a fidelity bond covering the activity of its personnel authorized to receive or distribute monies, in an amount not less than 1/6 of the not to exceed total in 2.a.
- b. Indemnify: Contractor agrees that it will, at all times, indemnify and hold harmless the Agency from

any and all liability, loss, damages, costs of expenses which may be claimed against the Contractor:

1. By reason of any service client's suffering personal injury, death, or property loss, or damages either while participating in or receiving services from the Contractor under this agreement, or
2. By reason of the service client's causing injury to, or damage to, the property of another Person during any time when the Contractor or his assigns, or employee thereof, has undertaken or is furnishing the care and service called for under this agreement.

c. Insurance: The Contractor further agrees, in order to protect itself and the Agency under the indemnity provisions set forth above, to at all times during the term of this contract, have and keep in force a liability insurance policy of not less than \$1,000,000/\$3,000,000.

d. Audit: The Contractor agrees that within 60 days after the termination date of this contract, an audit of said records will be conducted by a Certified Public Accounting firm, with a copy of same available to the Agency upon request.

10. Conditions of the Parties' Obligations

a. Before the termination date specified in Section 1 of this agreement, the Contractor and the Agency may evaluate the performance of this agreement to determine whether such performance merits review of this agreement.

b. Any alterations, variations, modifications, or waivers of provisions of this agreement shall be valid only when they have been submitted in writing, duly signed, and attached to the original of this agreement.

c. No claim for services furnished by the Contractor, not specifically provided in this agreement, will be allowed by the Agency.

11. Subcontracting

The Contractor and the Agency may enter into subcontracts for any of the goods and services contemplated under this agreement without prior written notification. All subcontracts shall be subject to the requirements of this contract. The Contractor and the Agency shall be responsible for the performance of any subcontractor retained by that party in performance of its duties under this contract.

12. Miscellaneous

Entire Agreement: It is understood and agreed that the entire agreement of the parties is contained herein and that this agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof, as well as any previous agreements presently in effect between the Contractor and the Agency relating to the subject matter hereof.

IN WITNESS WHEREEOF, the Contractor and the Agency have executed this Agreement as of the day and year first above written.

APPROVED BY:

By: _____
Agency: GCED Board Chair Date _____

By: _____
Agency: GCED Director Date _____

By: _____
Contractor: GCHHS Board Chair Date _____

By: _____
Contractor: GCHHS Director Date _____

By: _____
Goodhue County Attorney Date _____

Goodhue County Education District Professional Service Agreement
With Goodhue County Health and Human Services

The **Goodhue County Health & Human Services**, 426 West Avenue, Red Wing, Minnesota 55066, hereafter referred to as the "Agency" and

Goodhue County Education District(s) (#252, #253, #256, #813, #2172, #2805) located at 395 Guernsey Lane, Red Wing, MN 55066 hereafter referred to as the "Contractor" enter into this agreement for the period from **July 1, 2021** to **June 30, 2022**.

This contract may be extended by written agreement between the Agency and the Contractor.

WITNESSETH

WHEREAS, The Contractor is an organization certified by the Minnesota Department of Education to provide **Educational Assistance setting IV Special Education Services**;

WHEREAS, the Contractor and the Agency agree to participate in providing Interagency coordinated services and programs for children; and

WHEREAS, it is to the Contractor and the Agency best interest, the community's benefit, and the enhancement of Children's Mental Health to provide a clinical and family based component in order for children with disabilities to satisfactorily progress emotionally, socially and educationally; and

WHEREAS, the Contractor along with the Agency will fund the Setting IV and Early Childhood Programs for Children; and

NOW, THEREFORE, in consideration of the mutual understandings and agreements set forth, the Contractor and the Agency agree as follows:

1. **Agency and Contractor's Duties**

The Goodhue County Health & Human Services agrees to provide funding towards these collaborative services and the Contractor agrees to furnish the following:

1. Educational Assistance setting IV - 139X \$526,870.00
2. Transportation to Ensure School Stability for Students in Foster Care - 416X \$5000.00
(These funds can be used for Educational Assistance if transportation funding is not utilized)

Contractor agrees to provide the facility, including appropriate space for the provision of mental health including the services for children/families enrolled in the program. The classrooms and other facilities in which students receive instruction, related services and supplemental aids and services shall be essentially equivalent to regular education programming, shall provide an atmosphere conducive to learning, and shall meet student's special physical, sensory, and emotional needs.

NOW THEREFORE, IT IS AGREED, by and between the Contractor and the Agency, the conditions of the contract as follows:

- a. Direct service will be provided according to student's IEP/IFSP each day school is in session, including the regular school year, extended school year and beyond. The student's IEP/IFSP will document need for services, including need for extended school year.
- b. Schedule flexibility will be allowed so that evening parent education and family services may be provided and the mental health component can be integrated and coordinated with the education component.
- c. Services will consist of program development and implementation, including diagnostic assessments,

treatment planning, individual and group counseling, parent education, family counseling, consultation, team meetings, report writing, and meeting other applicable policies and procedures of the Contractor and the Agency. The process of providing a service offered through this contractual agreement will be done as an IEP/IFSP team decision function and not solely by a decision of the Contractor or the Agency.

- d. The contractor will employ a school social worker to serve as a Parent Support Specialist to receive and act on referrals of children and families from parents, school, and county staff. The Parent Support Specialist will be a GCED employee. The Parent Support Specialist will be located one day per week at the GCHHS building and will take work direction from the GCHHS Social Services Supervisor that may include, but is not limited to, administration of Family Support Grant and Rule 185 case management.

2. Cost and Delivery of Purchased Services

- a. The total amount to be paid to the Contractor for the Purchased Services shall not exceed **\$531,870.00**.
- b. It is understood and agreed that in the event the reimbursement to the Contractor and/or the County from State and Federal sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations for each party hereunder shall thereupon be modified or terminated; notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.
- c. The Director of Special Education for Goodhue County Education District and the Director of Goodhue County Health & Human Services shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.

3. Eligibility for Services

Eligibility for services under this contract shall be:

- a. All children must have legal residence in Goodhue County as per MN Statute 120A.22.
- b. All children must be identified as disabled according to Minnesota Department of Education regulations and be in need of special education services.
- c. All children determined to be eligible for the Setting IV must be at least three (3) years old but less than twenty-one (21) years old.
- d. The Contractor and the Agency shall secure, and then share:
 1. Joint release of information.
 2. Assessment report (child).
 3. ISP, IEP.
 4. Parent Conference/Periodic Review(s) Reports.

Written reports shall contain documentation of student progress toward ISP, IEP Goals/Objectives.

- e. The Contractor shall follow established written due process procedures for terminating services to a client. The Agency shall be notified in 30 days.

4. Payment for Purchased Services

- a. Certification of expenditures: The Contractor shall submit invoices for Contract Services provided, to the Agency in January and July of each year. The invoice shall show total program and administrative expenditures for the SFY.

5. Audit and Record Disclosures

- a. Allow Director of the Agency and the Minnesota Department of Human Services access to the

Contractor's facility records at regular office hours to exercise their responsibility to monitor purchased services.

- b. Records pertaining to the contract at the Contractor offices and the Agency offices for three years for audit purposes.

6. Safeguard of Client Information

The use or disclosure by any party of information concerning an eligible client in violation of any rule of confidentiality provided for in the MN Data Practices Act, HIPAA or FERPA, or for any purpose not directly connected with the Contractor's or Agency's responsibility with respect to the Purchased Services hereunder is prohibited except on written consent of such eligible client, the client's attorney or the client's responsible parent or guardian.

7. Equal Employment Opportunity and Civil Right Non-Discrimination

The Contractor agrees to comply with the Civil Rights Act of 1964, Title VII (42 USC 2000e); including Executive Order No. 11246, and Title VI (42 USC 2000d); and the Rehabilitation Act of 1973, as amended by Section 504; Minnesota Statutes, section 363A.02; and all applicable federal and state laws, rules regulations and orders prohibiting discrimination in employment, facilities and services. The Contractor shall not discriminate in employment, facilities, and in the rendering of Purchased Services hereunder on the basis of race, color, religion, age, gender, sexual orientation, disability, marital status, public assistance status, creed, or national origin.

8. Fair Hearing and Grievance Procedures

The Contractor agrees to provide for a fair hearing and grievance procedure in conformance with Minnesota Statute; section 256.045, and in conjunction with the Fair Hearing and Grievance Procedures established by administrative rules of the State Department of Human Services and administrative rules of the Department of Education.

9. Bonding, Indemnify, Insurance and Audit Clause

a. Bonding: The Contractor shall obtain and maintain at all times, during the term of this agreement, a fidelity bond covering the activity of its personnel authorized to receive or distribute monies, in an amount not less than 1/6 of the not to exceed total in 2.a.

b. Indemnify: The Contractor agrees that it will, at all times, indemnify and hold harmless the Agency from any and all liability, loss, damages, costs of expenses which may be claimed against the Contractor or Agency:

1. By reason of any service client's suffering personal injury, death, or property loss, or damages either while participating in or receiving from the Contractor under this agreement, or while on premises owned, leased or operated by the Contractor, or while being transported to or from said premises in any vehicle owned, operated, chartered or otherwise contracted for by the Contractor or his assigns; or
2. By reason of the service client's causing injury to, or damage to, the property of another person during any time when the Contractor or his assigns, or employee thereof, has undertaken or is furnishing the care and service called for under this agreement.

c. Insurance: The Contractor further agrees, in order to protect itself and the Agency under the indemnity provisions set forth above, to at all times during the term of this contract, have and keep in force a liability insurance policy of not less than \$1,000,000/\$3,000,000.

d. Audit: The Contractor agrees that within 60 days after the termination date of this contract, an audit of said records will be conducted by a Certified Public Accounting firm, with a copy of same available to the Agency upon request.

10. Conditions of the Parties' Obligations

a. Before the termination date specified in Section 1 of this agreement, the Contractor and the Agency may evaluate the performance of this agreement to determine whether such performance merits review of this agreement.

b. Any alterations, variations, modifications, or waivers of provisions of this agreement shall be valid only when they have been submitted in writing, duly signed, and attached to the original of this agreement.

c. No claim for services furnished by the Contractor, not specifically provided in this agreement, will be allowed by the Agency.

11. Subcontracting

The Contractor and the Agency may enter into subcontracts for any of the goods and services contemplated under this agreement without prior written notification. All subcontracts shall be subject to the requirements of this contract. The Contractor and the Agency shall be responsible for the performance of any subcontractor retained by that party in performance of its duties under this contract.

12. Miscellaneous

Entire Agreement: It is understood and agreed that the entire agreement of the parties is contained herein and that this agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof, as well as any previous agreements presently in effect between the Contractor and the Agency relating to the subject matter hereof.

IN WITNESS WHEREEOF, the Contractor and the Agency have executed this Agreement as of the day and year first above written.

APPROVED BY:

By: _____
Agency: GCHHS Board Chair

Date

By: _____
Agency: GCHHS Director

Date

By: _____
Contractor: GCED Board Chair

Date

By: _____
Contractor: GCED Director

Date

By: _____
Goodhue County Attorney

Date



Goodhue County
Health and Human Services

426 West Avenue
Red Wing, MN 55066
(651) 385-3200 • Fax (651) 267-4882

DATE: June 7, 2021
TO: Goodhue County Personnel Committee
FROM: Nina Arneson, GCHHS Director
RE: School Attendance Specialist - 1 FTE

BACKGROUND:

Goodhue County Health and Human Services (GCHHS) and Goodhue County Education District (GCED) continue to have an important working agreement in place to benefit the children, families and communities in Goodhue County.

A new element of this collaboration is the addition of a School Attendance Specialist. Access to education is a clear social determinant of health, and truancy is a stepping stone to juvenile delinquency, increased risk of drug and alcohol abuse, and higher risk of unemployment. It has been estimated that an increase of only 5 percentage points in the national high school graduation rate for male students alone would save the US \$19.7 billion annually.

Goodhue County usually receives **40-60 truancy referrals per year** for students age 12 and above who meet the criteria of 7 unexcused absences. Many of these students have far more absences, and oftentimes these students have been disengaged from school for years. Families with students under the age of 11 are reported for educational neglect when the student has 7 or more unexcused absences. GCHHS completes 40-60 educational neglect assessments per year, and these families often are experiencing significant difficulties in maintaining stable housing and income. Many more students struggle with attendance and school engagement who are not referred for truancy intervention.

During the 2020-2021 academic year, the Minnesota Department of Education (MDE) and the Minnesota Department of Human Services (DHS) published guidance to address the challenges of school attendance and engagement during the pandemic. This guidance required school personnel to make face to face contact with the student's family to identify barriers to attendance, resolve any technical issues that impacted distance learning success, and to assist families with transportation, child care, or mental health referrals. The guidance required GCHHS to partner with the schools and families using voluntary programs like child welfare and parent support and outreach to increase school engagement and success. Since March, 2020, GCHHS responded to **160 reports** of concern regarding school issues as the primary identified concern. This does not include the number of child protection assessments and investigations that were completed to address other allegations of abuse and neglect. While this collaboration did not eliminate attendance concerns, it demonstrated the need for dedicated time and attention to students who are struggling to get to school daily. We have found that early intervention is critical.



Impact of COVID-19 Pandemic:

COVID-19 has presented many unique challenges to the entire education system. School attendance and engagement have suffered throughout the pandemic, resulting in an increase in school attendance concerns and a troubling lack of engagement in online learning. There are grave concerns about the long-term consequences that this lack of school engagement will have on these students in all areas of their lives.

The School Attendance Specialist will allow close collaboration between GCHHS and all schools in Goodhue County. The position will be supervised by the GCHHS Social Services - Child and Family Services Supervisor, but will also be co-located in schools throughout the district. This person, in close collaboration with school administrators and community partners, will implement “[Check and Connect](#)”, an evidence-based approach to improve school engagement and reduce school absences.

Funding:

This position will be funded by utilizing funds from the contract between GCHHS and GCED. In addition, this worker will be able to bill Child Welfare Targeted Case Management, and will participate in SSTS/LTSS time studies reimbursement, so the position will essentially be cost neutral.


	2021	2021
	Single Health	Family Health
	step 1	step 1
School Attendance Social Worker		
Rate	\$27.23	\$27.23
Gross	\$56,639.00	\$56,639.00
PERA/FICA/Medicare/Life	\$8,636.00	\$8,636.00
Health Coverage/H.S.A.	\$11,486.00	\$24,982.00
Total Cost	\$76,761.00	\$90,257.00
Total Benefits	\$20,122.00	\$33,618.00

Potential Funding Sources for School Attendance SW	10 CW-TCM per month
Highest Salary & Benefits with Family Health Insurance Step 1	\$90,257.00
SSTS/LTSS 2020 Ave Reimbursement on Cost Pool 17.34%	-\$15,650.56
CW-TCM Ave SFY 20 & SFY 21 \$670 or \$335 NET per TCM	-\$40,200.00
Cost of Truancy Social Worker After Reimbursements	\$34,406.44
Funding used from the GCED Contract	\$34,406.44
County Levy Spending	\$0.00

RECOMMENDATION:

The HHS Department recommends approving the following:


1. Move forward immediately to post for a County Agency Social Worker (1 FTE) utilizing the MN Merit system with hiring at step 1 or step 2. This posting would be for internal and external candidates. If an internal candidate is selected then move forward immediately to back fill that position until an external candidate has been hired to finish the process.
2. Hire after GCHHS Board's review and approval.

 DEPARTMENT OF EDUCATION	Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266	<h2 style="margin:0;">Long-Term Facility Maintenance Ten-Year Expenditure Ap</h2>
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Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Sta

District Info.	Enter Information	District Info.	Enter Information
District Name:	Goodhue County Education District	Date:	4/7/2020
District Number:	6051	Email:	kjohnson@rwps.org
District Contact Name:	Kevin Johnson & Alan Gaylor	Email:	avgaylor@rwps.org
Contact Phone #	651.385.4507		651.385.4516

Expenditure Categories		Fiscal Year				
		2021	2022	2023	2024	2025
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.						
Finance Code	Category (1)					
347	Physical Hazards	\$6,364	\$6,555	\$6,752	\$6,954	\$7,163
349	Other Hazardous Materials	\$1,705	\$1,756	\$1,808	\$1,863	\$1,919
352	Environmental Health and Safety Management	\$4,318	\$4,448	\$4,581	\$4,719	\$4,860
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$27,978	\$7,749	\$7,982	\$8,221	\$8,468
366	Indoor Air Quality	\$1,136	\$1,171	\$1,206	\$1,242	\$1,279
Total Health and Safety Capital Projects		\$41,501	\$21,679	\$22,329	\$22,999	\$23,689
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year						
Finance Code	Category (2)					
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151						
Finance Code	Category (3)					
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0
Accessibility						
Finance Code	Category (4)					
367	Accessibility	\$1,000	\$1,000	\$1,200	\$1,400	\$1,456
Total Accessibility Projects		\$1,000	\$1,000	\$1,200	\$1,400	\$1,456
Deferred Capital Expenditures and Maintenance Projects						
Finance Code	Category (5)					
368	Building Envelope	\$500	\$500	\$500	\$183,000	\$0
369	Building Hardware and Equipment	\$7,803	\$7,959	\$8,118	\$8,281	\$8,446
370	Electrical	\$4,000	\$4,000	\$4,080	\$4,162	\$4,245
379	Interior Surfaces	\$15,450	\$15,914	\$16,391	\$17,210	\$18,071
380	Mechanical Systems	\$9,091	\$9,364	\$9,645	\$9,935	\$10,233
381	Plumbing	\$5,150	\$5,305	\$5,464	\$5,628	\$5,800
382	Professional Services and Salary	\$2,273	\$2,341	\$2,411	\$2,484	\$2,558
383	Roof Systems	\$0	\$0	\$0	\$0	\$500
384	Site Projects	\$22,000	\$22,000	\$22,000	\$22,000	\$22,440
Total Deferred Capital Expense and Maintenance		\$66,267	\$67,382	\$68,609	\$252,700	\$81,493
Total Annual 10-Year Plan Expenditures		\$108,768	\$90,061	\$92,138	\$277,099	\$106,638

		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		Application (LTFM) - Fund 01 and Fund 06 Projects Only				ED - 02478-06
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota standards (UFARS) finance code and by fiscal year in the cells provided.								
District Info.		Enter Information						
District Name:	Goodhue County Education District							
District Number:	6051							
District Contact Name:	Kevin Johnson & Alan Gaylor							
Contact Phone #	651.385.4507							
Expenditure Categories		r (FY) Ending June 30						
		2026	2027	2028	2029	2030	2031	
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.								
Finance Code	Category (1)							
347	Physical Hazards	\$7,163	\$7,163	\$7,450	\$7,599	\$7,751	\$7,906	
349	Other Hazardous Materials	\$1,919	\$1,919	\$1,995	\$2,035	\$2,076	\$2,117	
352	Environmental Health and Safety Management	\$4,860	\$4,860	\$5,055	\$5,156	\$5,259	\$5,364	
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$8,468	\$8,468	\$8,806	\$8,982	\$9,162	\$9,345	
366	Indoor Air Quality	\$1,279	\$1,279	\$1,330	\$1,357	\$1,384	\$1,411	
Total Health and Safety Capital Projects		\$23,689	\$23,689	\$24,636	\$25,129	\$25,631	\$26,144	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year								
Finance Code	Category (2)							
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151								
Finance Code	Category (3)							
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	
Accessibility								
Finance Code	Category (4)							
367	Accessibility	\$1,514	\$1,575	\$1,638	\$1,638	\$1,703	\$1,703	
Total Accessibility Projects		\$1,514	\$1,575	\$1,638	\$1,638	\$1,703	\$1,703	
Deferred Capital Expenditures and Maintenance Projects								
Finance Code	Category (5)							
368	Building Envelope	\$0	\$0	\$600	\$600	\$600	\$600	
369	Building Hardware and Equipment	\$8,615	\$8,787	\$8,787	\$8,963	\$8,963	\$9,142	
370	Electrical	\$4,330	\$4,416	\$4,505	\$4,505	\$4,595	\$4,595	
379	Interior Surfaces	\$18,975	\$19,923	\$20,919	\$20,322	\$21,338	\$20,728	
380	Mechanical Systems	\$10,437	\$10,646	\$10,646	\$10,859	\$10,859	\$11,076	
381	Plumbing	\$5,965	\$6,144	\$6,267	\$6,392	\$6,520	\$6,651	
382	Professional Services and Salary	\$2,558	\$2,558	\$2,558	\$2,609	\$2,661	\$2,715	
383	Roof Systems	\$750	\$1,000	\$1,000	\$1,020	\$1,040	\$1,061	
384	Site Projects	\$22,889	\$23,347	\$23,347	\$23,814	\$24,290	\$24,776	
Total Deferred Capital Expense and Maintenance		\$74,518	\$76,822	\$78,629	\$79,083	\$80,866	\$81,343	
Total Annual 10-Year Plan Expenditures		\$99,721	\$102,086	\$104,903	\$105,850	\$108,201	\$109,190	

Long-Term Facilities Maintenance Expenditure Categories used in the Excel Spreadsheet Template

Category 1: Health and Safety Expenditures by Uniform Financial and Accounting Reporting Standards (UFARS) Finance Codes 347, 349, 352, 358, 363 and 366 (this section excludes project costs of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366).

projects for Fiscal Year (FY) 2021 and FY 2022. The later years can be a rough estimate. Fiscal 2020 is an estimate of what the **final** UFARS expenditures will be. Once the FY 2020 audited financial data is complete and final UFARS data has been submitted, enter the actual FY 2020 Health and Safety (H&S) expenditures on the Health and Safety Data Submission System. Category 1 excludes projects costing \$100,000 or more for asbestos removal or encapsulation, fire safety, and indoor air quality as they are entered under Category 2 as listed below. Also enter FY 2020, FY 2021 and FY 2022 totals per finance code in the Health and Safety Data Submission on the Minnesota Department of Education (MDE) website (MDE homepage > Districts, Schools and Educators > Business and Finance > Data Submissions, then select the Health and Safety category) so harmless revenue calculates properly on the levy.

Category 2: Health and Safety Expenditures by UFARS Finance Code for Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Quality projects costing \$100,000 or more per Project, per Site, per Year.

A district enters totals by finance code for individual projects that cost \$100,000 or more per site, per year for asbestos removal and encapsulation, fire safety, or indoor air quality as they generate additional revenue. Also, enter FY 2020, FY 2021 and FY 2022 H&S projects costing \$100,000 or more **on a separate line** in the Health and Safety Data Submission System on the MDE website (the project description should include the site name and whether it is financed by “pay-as-you-go” or bonded dollars).

Category 3: Remodeling for Approved Voluntary Prekindergarten (VPK) Program

If the district has an approved VPK program include planned expenditures for remodeling projects.

Category 4: Americans with Disabilities Act (ADA) Accessibility Projects

Enter approved project costs to increase accessibility to school facilities. The project shall conform to both the district’s ADA/Section 504 disabled access transition plan and the current ADA Accessibility Guidelines for Buildings and Facilities, as well as applicable state and local building and fire codes.

Category 5: Deferred Maintenance Projects by UFARS Finance Code.

Facility deferred maintenance projects are broken into nine finance codes. Each code represents a component grouping of a building designed to ease assignment of a project into the proper code. The code breakdown is also meaningful for comparison of costs among school districts and to the Minnesota legislature to assess school facility costs and the ongoing need for facility funding.

Additional Documentation

Category 2 Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Projects \$100,000 or over per Project, per Site, per Year

For districts with asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year for FY 2021 or FY 2022 the ten-year plan includes a narrative describing the scope and cost of the project in greater detail. Individual project approval is required as these projects generate additional revenue.

- a. For **asbestos removal and encapsulation projects**, give a description of the type and amount of asbestos and the scope of the project including an engineer or contractor estimate of the cost.
- b. For **fire safety projects**, include a project description and an estimate of the cost from the project engineer. If a building permit has been pulled for other school construction projects, the building inspector has jurisdiction over the review of the fire suppression rework, but the State Fire Marshal should be contacted for final review and approval; otherwise, the fire suppression rework requires an order from the state fire marshal, schools division.
- c. For **indoor air quality projects**, describe which American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Indoor Air Quality (IAQ) standards are not being met and indicate how the project will result in meeting ASHRAE standards and include an estimate of cost from the project engineer. Also, include a floor plan to reflect classrooms affected and a report listing cubic feet per minute (CFM) ratings.

Category 3 Approved Voluntary Prekindergarten (VPK) Program - Remodeling Costs

For districts with an approved voluntary prekindergarten program under section 124D.151, a narrative describing the project to remodel existing instructional space to accommodate kindergarten instruction. In the narrative, describe the square footage and use of the existing instructional space, changes to be made to the facility, and the final square footage and features of the prekindergarten instructional space, for example, bathroom space, play area, and small group instruction space. This narrative may be the same narrative submitted to MDE as part of the application to obtain approval for the voluntary prekindergarten program under section 124D.151.

Category 5 Deferred Maintenance Projects costing \$2,000,000 per Project, per Site, per Year

For districts with deferred maintenance projects for FY 2021 or FY 2022 costing \$2,000,000 or more per project, per site, per year, a narrative describing each project in greater detail is required. In the narrative, discuss the deferred capital and maintenance criteria that make the project eligible for Long-Term facilities maintenance revenue and the work necessary to prevent further erosion of facilities. Describe the scope of work in sufficient detail to indicate the change in condition of the facility and provide an indication of the improvement to useful life. Indicate the level of deferred maintenance work needed for the facility before and after the project will be completed. Include an architect or consultant cost estimate detailing categories of work and associated cost including an estimate of fees.

Updating the Health and Safety Database

The Minnesota Department of Education (MDE) will continue to use the existing Health and Safety (H&S) database (located on the MDE website under MDE > Districts, Schools and Educators > Business and Finance > Data Submissions, select Health and Safety) to drive levy processing for fall levies. Districts enter summary data by finance code, consistent with the summary data for Fiscal Year (FY) 2020, FY 2021 and FY 2022 included on the district's ten-year plan expenditure spreadsheet. Detailed information by project will still be required for asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year since those generate additional revenue over and above the Long-Term Facilities Maintenance (LTFM) formula allowance. Do not enter information for deferred maintenance or accessibility finance codes. The Health and Safety amounts provide an accurate calculation of the hold harmless revenue estimate on the levy and aid entitlement reports, and either add to revenue or show complete information for persons who seek levy information.

When comfortable with data and assumptions, a district should **enter the total health and safety cost from the expenditure spreadsheet in the hold harmless section of the revenue spreadsheet and the Health and Safety Data Submission System**. Hold harmless revenue depends on the year's H&S costs plus deferred maintenance revenue for districts that did not qualify for alternative facilities revenue. Hold harmless for an alternative facilities school district is health and safety plus an amount to fund the other ten-year plan projects. For FY 2020 and later, MDE is asking school districts to enter **totals by finance code** from the expenditure spreadsheet in the **Health and Safety Data Submission System** (instructions on how to enter H&S data on the data submissions website may be found on the LTFM webpage under MDE > Districts, Schools and Educators > Business and Finance > School Finance > Facilities and Technology > Long-Term Facilities Maintenance, then select "Health and Safety Website Instructions" (these instructions may also be found on the Health and Safety Data Submission System). MDE uses the submission system to load the prior law calculation H&S amount into the Levy Limitation and Certification system and LTFM Aid Entitlement system. Without this step, the levy shows zero in the health and safety line under the old law revenue and the calculation is inaccurate. An alternative facilities school district should not include the amount in both the Health and Safety Data Submission System and in the revenue amount entered for deferred maintenance ten-year plan projects levy as the H&S levy will be doubled. In the Health and Safety Data Submission System, enter the H&S finance totals, six in all (if all are included in the ten-year planned projects) from the expenditure spreadsheet plus separately enter each individual project (asbestos removal and encapsulation, fire safety or indoor air quality) costing \$100,000 or

Note: School Districts should continue to update H&S expenditures in the Health and Safety Data Submission system on a regular basis to accurately cost estimate decreases or increases for applicable fiscal years.

Make sure to update the system for final, audited UFARS H&S financial data (reference the 19-20 UFARS Turnaround Report titled **Expenditure by Finance Code Report** on the Minnesota Funding Reports (MFR) webpage located at Data Center > Data Reports and Analytics, locate the School Finance Reports section, select Minnesota Funding Reports (MFR). Enter your school name, view all reports, select UFARS Turnaround Reports category, select 19-20 school year, under Report select "All" and then List Reports.

Long-Term Facilities Maintenance

Scenario	Project Description
A - Fund 01	Project(s) between \$100,000 to \$1,999,999 per site for finance codes 358, 363 and 366 funded on a pay as you go basis with excess funds remaining.
B - Fund 06	Project(s) \$2 million or more per site for Finance Codes 358, 363 and 366, funded with pay as you go (no debt issued) project is completed with excess funds remaining.
C - Fund 06	Project(s) between \$100,000 to \$1,999,999 per site for Finance Codes 358, 363 and 366, funded with debt, with excess funds remaining.

D - Fund 06	Project(s) \$2,000,000 or more per site for Finance Codes 358, 363 and 366, funded with debt with excess funds remaining.
E - Fund 01	Funding in Fund 01 has accumulated over time providing for a project over \$2 million per site.
F - Fund 06	Project(s) \$2 million or more per site funded with pay as you go (no debt issued), project is completed with excess funds remaining.

<p>G - Fund 06</p>	<p>Project(s) under \$2 million per site funded with debt issued, project is completed with excess funds remaining.</p>
<p>H - Fund 06</p>	<p>Project(s) \$2 million or more per site funded with debt, project is completed with excess funds remaining.</p>
<p>Guidance or Transfer of Funds for FY 2020 EO 20-41</p>	
<p>end of worksheet</p>	

ce (LTFM) Fund Transfers as of 12/29/16

Conclusion	Minnesota Statutes	Funds
No fund transfer required. MDE will adjust revenues based on the lesser of actual expenditures or approved costs.	123B.595 (reserve)	
Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for the project. At the completion of the project any amount that was transferred in excess of expenditures must be returned to Fund 01. MDE will adjust revenues in the general fund based on the lesser of final expenditures or approved costs.	123B.595 (reserve)	1 to 6 to 1
At the conclusion of the project, if the district does not have further approved LTFM projects in Finance Codes 358, 363, and 366 that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07. Districts with additional approved LTFM projects in Finance Codes 358, 363 or 366 that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue for Finance Codes 358, 363 and 366. LTFM revenue is computed based on actual debt service payments.	475.61 (transfer)	6 to 7

<p>At the conclusion of the project, if the district does not have further approved LTFM projects in finance codes 358, 363, and 366 that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07. Districts with additional approved LTFM projects in finance codes 358, 363 or 366 that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved 467 Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue for finance codes 358, 363 and 366. LTFM revenue is computed based on actual debt service payments.</p>	<p>475.61 (transfer)</p>	<p>6 to 7</p>
<p>Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for the projects. At the completion of the project any amount that was transferred in excess of final expenditures must be returned to Fund 01.</p>	<p>123B.595 (reserve)</p>	<p>1 to 6 to 1</p>
<p>Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for the projects. At the completion of the project any amount that was transferred in excess of final expenditures must be returned to Fund 01.</p>	<p>123B.595 or MN Laws 2015, 1st SS, Ch 3, Art 7, Sec 19</p>	<p>1 to 6 to 1</p>

<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07. Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer), 475.65</p>	<p>6 to 7</p>
<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07. Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer), 475.65</p>	<p>6 to 7</p>

RESTRICTED GRID CODES

Program Code(s)	Finance Codes	Object Code	Source Code
865 and 867	358, 363 and 366	910	649
866	358, 363 & 366	910	649

867	358, 363 and 366	910	649
Fund 01-865 Fund 06-867	All Finance Codes, except 358, 363 and 366	910	649
867	All Finance Codes, except 358, 363 and 366	910	649

865	All Finance Codes, except 358, 363 and 366	910	649
867	All Finance Codes, except 358, 363 and 366	910	649

Journal Entry

No Entry Required

Entry 1:

Debit Expense 01-005-865-3XX-910-000
Credit Revenue 06-005-867-000-649-000

Correcting Entry to Return Funds:

Debit Revenue 06-005-867-000-649-000
Credit Expense 01-005-865-3XX-910-000

Debit Expense 06-005-866-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Entry 1:

Debit Expense 01-005-865-3XX-910-000
Credit Revenue 06-005-867-000-649-000

Correcting Entry to Return Funds:

Debit Revenue 06-005-867-000-649-000
Credit Expense 01-005-865-3XX-910-000

Entry 1:

Debit Expense 01-005-865-3XX-910-000
Credit Revenue 06-005-867-000-649-000

Correcting Entry to Return Funds:

Debit Revenue 06-005-867-000-649-000
Credit Expense 01-005-865-3XX-910-000

Debit Expense 06-005-865-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-865-3XX-910-000
Credit Revenue 07-005-000-000-649-000

808 COVID-19 FACE COVERING POLICY

I. 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 at all times 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 21-01, Executive Order 20-103, 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 an education district building, in the education district office, or on an 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;

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, activities, or recess conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible; (Note: If classes, activities or recess are conducted indoors, masks must be worn).
 2. During specific activities that the Minnesota State High School League has identified as exception to mask/face covering requirements.
 3. 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;
 4. Pre-kindergarten students age 5 years and younger participating in programming in an education district building or district office;
 5. 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;
 6. 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;
 7. When required by education district staff for the purposes of identification;
 8. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;
 9. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level; or
 10. 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 will require an individual to provide a physician's note from a licensed medical physician, medical doctor, physician's assistant, or licensed nurse practitioner. 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.
- 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, 20-82, 20-103 or 21-01 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).

Legal References: Emergency Executive Order 20-81
Emergency Executive Order 20-82
Emergency Executive Order 20-103
Emergency Executive Order 21-01
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)

- VII. **Other:**
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date: July 22, 2021 at 7:00PM at the River Bluff Education Center in Red Wing.**
- X. **Adjournment**