Goodhue County Education District Board Agenda
Thursday, July 23, 2026 at 6:00 PM
River Bluff Education Center, Red Wing
395 Guernsey Ln
Red Wing, MN 55066

AGENDA

I. **Pledge of Allegiance:**
II. **Call to Order/Adoption of Agenda:**
III. **Consent Agenda:**

Erica Aronson:	Present
Terese Bjornstad:	Present
Adam Dicke:	Absent
Jason Lohmann:	Present
Heath Oeltjen:	Present
JoLyn Williams:	Present

Present: 5, Absent: 1.

I. **Pledge of Allegiance:**

II. **Call to Order/Adoption of Agenda:**
Motion made to move Item VII. E. LTFM to follow Item V. C. Business Manager Report and to move Item V. B. HR End of Year Report to the July Board Meeting and accept the agenda. This motion, made by Terese Bjornstad and seconded by JoLyn Williams, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1

III. **Consent Agenda:**

III.A. Approval of May 28, 2026 Minutes

III.B. Approval of Claims:

III.C. Staff Updates:

III.C.1. **Resignations:**
Wenzel, Cassandra - 1.0 FTE Speech Language Pathologist @ Red Wing Schools effective June 5, 2026.

III.C.2. **New Hire:**
Cory, Scott - Building-wide Substitute/Crisis Management Teacher, 1.0 FTE, @ River Bluff Education Center, effective for the 2026-2027 school year.
Lexvold, Levi - Science Teacher, 1.0 FTE, @ River Bluff Education Center, effective for the 2026-2027 school year.
Loyo, Dalila - Multilingual Learners Teacher, 1.0 FTE, @ Lake City Public Schools, effective for the 2026-2027 school year.
Mitchell, Heidi - Special Education Coordinator, Full-Time @ Red Wing Public Schools, effective July 1, 2026.
Nelson, Danny - Trade & Industry Teacher, 1.0 FTE, @ River Bluff Education Center, effective for the 2026-2027 school year.
Perau, Tricia - Assistant Director of Special Education, Full-Time, @ Red Wing Public Schools, effective July 1, 2026.
Peterson, Isaac - Building-wide Substitute/Crisis Management Teacher, 1.0 FTE, @ River

Bluff Education Center, effective for the 2026-2027 school year.
Probst, Megan - Special Education Teacher, 1.0 FTE, @ River Bluff Education Center, effective for the 2026-2027 school year.

III.C.3. **Transfers:**
Roben, Samantha - Special Education Teacher, 1.0 FTE, @ River Bluff Education Center (REACH) to Teacher, 1.0 FTE, @ River Bluff Education Center (Pathways) and 5RiversOnline. Dependent on the hiring of a 1.0 FTE Special Education Teacher @ River Bluff Education Center (REACH).

III.C.4. **Re-assignment:**

IV.

Public Input: **The policy of the education district board is to encourage discussion by persons of subjects related to the management of the district at board meetings. The board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students. Persons who wish to have a subject discussed at a public board meeting must notify the executive director's office in advance of the board meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed. The board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the board.**

V. **Reports and Communication:**

V.A. Experiental/Project Based Learning Re-Cap
Destinee Olson, Pathways & REACH ELA Teacher, presented on experiential/project-based learning activities from the past school year. See presentation attached in agenda.

V.B. Business Manager Report
The Business Manager's report was shared. As of May 31, 2026, we have received $16,691,917 or 80.8% of the adopted budget, compared to 80.2% on May 31, 2025 and 78% on May 31, 2024. We have expended $15,231,773 or 73.1% of the adopted expense budget, compared to 74.5% on May 31, 2025 and 70.2% on May 31,2024. Cash flow is solid through the end of the fiscal year and into the next fiscal year.

V.C. STEP Transition Planning
C. Johnson shared plans for a third STEP classroom to accommodate increased enrollment. The third classroom will be located at RWHS. This classroom will be integrated into the work already going on in our current STEP program. This will be a lease levy for the space. We are working on vehicle needs. In addition, the superintendents have agreed that we should have a review of our current RBEC space to see if rooms could be reconfigured within our current footprint to pull this classroom into RBEC in future years.

VI. **Old Business:**

VI.A. 2nd Reading of Policies: 514, 515, 515 Form, 520, 520 Form, 521, 521 Form, 523, 524, 525, 526, 527
Motion to accept policies 514, 515, 515 Form, 520, 520 Form, 521, 521 Form, 523, 524, 525, 526 and 527. This motion, made by Terese Bjornstad and seconded by JoLyn Williams, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath

Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1

VII. **New Business:**

VII.A. Request for Administrative Variance
A motion was made to approve submitting an Administrative Variance to the Board of School Administrators (BOSA) for consideration. This motion, made by JoLyn Williams and seconded by Erica Aronson, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
The Board voted unanimously to approve a request for an Administrative Variance with the Board of School Administrators.

VII.B. 1st reading of policies: 528, 529, 530, 531, 533 and 534.
Motion made to accept the 1st reading of policies 528, 529, 530, 531, 533 and 534 and bring these policies to the next meeting for final approval. This motion, made by Jason Lohmann and seconded by JoLyn Williams, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
As part of the policy review cycle, the board did a 1st reading of policies: 528, 529, 530, 531, 533 and 534. These policies will be brought back to the July board meeting for approval.

VII.C. Support Staff Conditions of Employment
Motion made to approve the changes to the Support Staff Conditions of Employment. This motion, made by Erica Aronson and seconded by Jason Lohmann, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
The Board unanimously approved an amendment to the Support Staff Contract 2025-2027 to add the position of Cultural Liaison/Reading Center Support.

VII.D. RiseUp Partnership Service Agreement 26-27
Motion to accept the RiseUp 26-27 service agreement. This motion, made by Jason Lohmann and seconded by Erica Aronson, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1

This is a recommendation for continuing our service agreement with RiseUp for the Director of Cradle to Career position.

VII.E. LTFM Plan for 2026-2036
Motion made to approve the LTFM Plan as presented. This is a resolution item. E. Aronson - yes, J. Williams - yes, T. Bjornstad - yes, J. Lohman - yes and H. Oeltjen - yes. This motion, made by Terese Bjornstad and seconded by Heath Oeltjen, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath

Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
The Board unanimously approved via resolution the Long-Term Facility Maintenance (LTFM) Plan. The plan must be approved by the cooperative and all six member districts. The plan is an increase over previous years. This fund can only be used for LTFM purposes. This past year, a number of unexpected maintenance items arose. A subgroup of member district superintendents, Kevin Neuman, RW Buildings and Grounds Manager, Jackie Paradis and C Johnson met to prepare the recommendation.

VIII. **Other:**

IX. **Comments: Board/Director**

X. **Next Meeting Date: July 23, 2026 @ 6 pm at the River Bluff Education Center in Red Wing.**

XI. **Adjournment**

District # 6051

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		42324		Wire	1	2216		KWIK TRIP EXTENDED NETWORK		No	Yes	No	06/11/2026	868.06
MERC		42325		Wire	1	3810		KAVIRA HEALTH		No	Yes	No	06/11/2026	2,079.00
MERC		42326		Direct Pymt	1	04565		ZUMBROTA-MAZEPPA PUBLIC SCHOOI		Yes	Yes	No	06/11/2026	3,123.72
MERC		42327		Direct Pymt	1	09129		RED WING IND SCHOOL DIST 256		Yes	Yes	No	06/11/2026	8,330.93
MERC		42328		Direct Pymt	1	1115		RODGERS, MATT		Yes	Yes	No	06/11/2026	105.85
MERC		42329		Direct Pymt	1	1468		RYAN MECHANICAL		Yes	Yes	No	06/11/2026	2,885.37
MERC		42330		Direct Pymt	1	1483		LAKE CITY PUBLIC SCHOOLS		Yes	Yes	No	06/11/2026	3,472.70
MERC		42331		Direct Pymt	1	1684		WILEY, ABBY		Yes	Yes	No	06/11/2026	124.79
MERC		42332		Direct Pymt	1	2197		JOHNSON, CHERYL		Yes	Yes	No	06/11/2026	706.15
MERC		42333		Direct Pymt	1	2200		PETERSEN, LYNNE		Yes	Yes	No	06/11/2026	346.55
MERC		42334		Direct Pymt	1	2440		LIBERTY'S RESTAURANT		Yes	Yes	No	06/11/2026	498.87
MERC		42335		Direct Pymt	1	2571		ANCHOR PROMOTIONS		Yes	Yes	No	06/11/2026	7,509.98
MERC		42336		Direct Pymt	1	2641		PAULSON MOLLY		Yes	Yes	No	06/11/2026	143.55
MERC		42337		Direct Pymt	1	2761		DALSIN ALISHA		Yes	Yes	No	06/11/2026	818.30
MERC		42338		Direct Pymt	1	2809		MRI SOFTWARE, LLC		Yes	Yes	No	06/11/2026	14.00
MERC		42339		Direct Pymt	1	2865		INTELLICENTS		Yes	Yes	No	06/11/2026	1,250.00
MERC		42340		Direct Pymt	1	2898		ANDERSON, STACEY		Yes	Yes	No	06/11/2026	179.75
MERC		42341		Direct Pymt	1	3081		INSTRUCTIONAL EMPOWERMENT, INC		Yes	Yes	No	06/11/2026	2,435.00
MERC		42342		Direct Pymt	1	3222		BAUER, SARAH		Yes	Yes	No	06/11/2026	1,559.48
MERC		42343		Direct Pymt	1	3362		MCNALLIE, LAURIE		Yes	Yes	No	06/11/2026	53.43
MERC		42344		Direct Pymt	1	3504		SENECHALLE, MEGAN		Yes	Yes	No	06/11/2026	48.43
MERC		42345		Direct Pymt	1	3522		CUSTOM ALARM		Yes	Yes	No	06/11/2026	185.00
MERC		42346		Direct Pymt	1	3601		ESPIRICUETA VALDEZ, ILIANA		Yes	Yes	No	06/11/2026	282.75
MERC		42347		Direct Pymt	1	3603		HODGELL, LINDA		Yes	Yes	No	06/11/2026	277.63
MERC		42348		Direct Pymt	1	3618		SOLIANT		Yes	Yes	No	06/11/2026	2,198.02
MERC		42349		Direct Pymt	1	3633		UNDERDAHL, SUE		Yes	Yes	No	06/11/2026	295.00
MERC		42350		Direct Pymt	1	3670		GREEN, MADELYN		Yes	Yes	No	06/11/2026	81.20
MERC		42351		Direct Pymt	1	3736		EBERT. ABBY		Yes	Yes	No	06/11/2026	793.15
MERC		42352		Direct Pymt	1	3744		TULIP, KAYCEE		Yes	Yes	No	06/11/2026	39.15
MERC		42353		Direct Pymt	1	3790		KELLY SERVICES, INC		Yes	Yes	No	06/11/2026	2,786.40
MERC		42354		Direct Pymt	1	3801		TreviPay		Yes	Yes	No	06/11/2026	193.27
MERC		42355		Direct Pymt	1	3802		E.B.C...,LLC/ACS MONTHLY FEE - DIRE(		Yes	Yes	No	06/11/2026	145.98
MERC		42356		Direct Pymt	1	3812		NELSON, CHANTELLE		Yes	Yes	No	06/11/2026	42.70
MERC		42357		Direct Pymt	1	3827		ROSCHEN, BAILIE		Yes	Yes	No	06/11/2026	28.28
MERC		42358		Wire	1	04060		PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	06/16/2026	14,962.16
MERC		42359		Wire	1	04062		MN TEACHERS RETIREMENT ASSOC		No	Yes	No	06/16/2026	83,516.06
MERC		42360		Wire	1	2284		E. B. C.., LLC /ACS		No	Yes	No	06/16/2026	22,362.38
MERC		42361		Wire	1	2392		US DEPT. OF TREASURY		No	Yes	No	06/16/2026	133,291.57

District # 6051

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		42362		Wire	1	2396		MN Dept of Revenue		No	Yes	No	06/16/2026	25,218.03
MERC		42363		Wire	1	2501		Merchants Bank		No	Yes	No	06/16/2026	5,834.90
MERC		42364		Direct Pymt	1	09118		EDUCATION MN - GCED		Yes	Yes	No	06/16/2026	3,306.64
MERC		42365		Direct Pymt	1	1984		E. B. C., LLC/Flex Contributions		Yes	Yes	No	06/16/2026	568.06
MERC		42366		Direct Pymt	1	3235		Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	No	06/16/2026	335.55
MERC		42367		Wire	1	04062		MN TEACHERS RETIREMENT ASSOC		No	Yes	No	06/24/2026	496.07
MERC		42368		Wire	1	2284		E. B. C.., LLC /ACS		No	Yes	No	06/24/2026	30,467.01
MERC		42369		Wire	1	2392		US DEPT. OF TREASURY		No	Yes	No	06/24/2026	3,807.67
MERC		42370		Wire	1	2396		MN Dept of Revenue		No	Yes	No	06/24/2026	353.81
MERC		42371		Wire	1	2501		Merchants Bank		No	Yes	No	06/24/2026	10,084.26
MERC		42386		Wire	1	2216		KWIK TRIP EXTENDED NETWORK		No	Yes	No	06/25/2026	759.48
MERC		42387		Wire	1	3232		ENTERPRISE FM TRUST		No	Yes	No	06/25/2026	6,105.33
MERC		42388		Wire	1	3329		CHASE CARD SERVICES		No	Yes	No	06/25/2026	4,906.58
MERC		42389		Direct Pymt	1	02672		METRO SALES, INC.		Yes	Yes	No	06/25/2026	1,718.78
MERC		42390		Direct Pymt	1	09129		RED WING IND SCHOOL DIST 256		Yes	Yes	No	06/25/2026	36,500.00
MERC		42391		Direct Pymt	1	1361		NOBLE, SHARON		Yes	Yes	No	06/25/2026	833.75
MERC		42392		Direct Pymt	1	1789		UPS		Yes	Yes	No	06/25/2026	45.86
MERC		42393		Direct Pymt	1	2554		CPI		Yes	Yes	No	06/25/2026	19,850.00
MERC		42394		Direct Pymt	1	3233		O'DONNELL, CASEY		Yes	Yes	No	06/25/2026	514.73
MERC		42395		Direct Pymt	1	3414		COULSON, TESS		Yes	Yes	No	06/25/2026	307.40
MERC		42396		Direct Pymt	1	3415		AMAZON CAPITAL SERVICES		Yes	Yes	No	06/25/2026	391.66
MERC		42397		Direct Pymt	1	3628		AMPION PBC C/O DEPT. 8121		Yes	Yes	No	06/25/2026	4,490.79
MERC		42398		Direct Pymt	1	3673		AMPION PBC C/O DEPT. 8125		Yes	Yes	No	06/25/2026	94.21
MERC		42399		Direct Pymt	1	3757		JACOBSON, SYDNEY		Yes	Yes	No	06/25/2026	170.10
MERC		42400		Direct Pymt	1	3762		CONTLA HERNANDEZ, CARLA		Yes	Yes	No	06/25/2026	4.64
MERC		42401		Direct Pymt	1	3790		KELLY SERVICES, INC		Yes	Yes	No	06/25/2026	812.70
MERC		42402		Direct Pymt	1	3801		TreviPay		Yes	Yes	No	06/25/2026	188.52
MERC		42403		Direct Pymt	1	3828		AAGESEN, LAUREN		Yes	Yes	No	06/25/2026	232.00
MERC		42405		Wire	1	04060		PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	06/30/2026	1,589.63
MERC		42406		Wire	1	04062		MN TEACHERS RETIREMENT ASSOC		No	Yes	No	06/30/2026	73,233.66
MERC		42407		Wire	1	2284		E. B. C.., LLC /ACS		No	No	No	06/30/2026	20,459.51
MERC		42408		Wire	1	2392		US DEPT. OF TREASURY		No	Yes	No	06/30/2026	96,716.16
MERC		42409		Wire	1	2396		MN Dept of Revenue		No	No	No	06/30/2026	17,618.29
MERC		42410		Wire	1	2501		Merchants Bank		No	Yes	No	06/30/2026	5,834.90
MERC		42411		Wire	1	3819		METROPOLITAN LIFE INSURANCE COI		No	Yes	No	06/30/2026	9,904.81
MERC		42412		Wire	1	3819		METROPOLITAN LIFE INSURANCE COI		No	Yes	No	06/30/2026	8,121.08
MERC		42413		Direct Pymt	1	09118		EDUCATION MN - GCED		Yes	No	No	06/30/2026	3,306.64
MERC		42414		Direct Pymt	1	1984		E. B. C., LLC/Flex Contributions		Yes	No	No	06/30/2026	512.50

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		42427		Wire	1	03977		SOUTHEAST SERVICE COOPERATIVE		No	No	No	07/08/2026	130,957.14
MERC		42428		Wire	1	04060		PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	07/08/2026	210.00
MERC		42429		Wire	1	2216		KWIK TRIP EXTENDED NETWORK		No	No	No	07/08/2026	116.03
MERC		42430		Wire	1	2392		US DEPT. OF TREASURY		No	No	No	07/08/2026	306.97
MERC		42431		Wire	1	2396		MN Dept of Revenue		No	No	No	07/08/2026	64.56
MERC		42432		Wire	1	3329		CHASE CARD SERVICES		No	No	No	07/08/2026	33.34
MERC		42433		Direct Pymt	1	03977		SOUTHEAST SERVICE COOPERATIVE		Yes	No	No	07/08/2026	700.00
MERC		42434		Direct Pymt	1	1313		SpEd FORMS, LLC		Yes	No	No	07/08/2026	36,460.16
MERC		42435		Direct Pymt	1	1483		LAKE CITY PUBLIC SCHOOLS		Yes	No	No	07/08/2026	3,535.50
MERC		42436		Direct Pymt	1	1784		NCS PEARSON, INC.		Yes	No	No	07/08/2026	733.11
MERC		42437		Direct Pymt	1	1789		UPS		Yes	No	No	07/08/2026	30.11
MERC		42438		Direct Pymt	1	2645		WPS PUBLISHING		Yes	No	No	07/08/2026	3,778.50
MERC		42439		Direct Pymt	1	3522		CUSTOM ALARM		Yes	No	No	07/08/2026	468.00
MERC		42440		Direct Pymt	1	3618		SOLIANT		Yes	No	No	07/08/2026	1,382.25
MERC		42441		Direct Pymt	1	3644		BANKS, LISA		Yes	No	No	07/08/2026	9.57
MERC		42442		Wire	1	04060		PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	07/15/2026	2,100.10
MERC		42443		Wire	1	04062		MN TEACHERS RETIREMENT ASSOC		No	No	No	07/15/2026	80,095.96
MERC		42444		Wire	1	2284		E. B. C.., LLC /ACS		No	No	No	07/15/2026	20,418.33
MERC		42445		Wire	1	2392		US DEPT. OF TREASURY		No	No	No	07/15/2026	123,935.90
MERC		42446		Wire	1	2396		MN Dept of Revenue		No	No	No	07/15/2026	22,990.60
MERC		42447		Wire	1	2501		Merchants Bank		No	No	No	07/15/2026	5,779.08
MERC		42448		Direct Pymt	1	09118		EDUCATION MN - GCED		Yes	No	No	07/15/2026	3,306.64
MERC		42449		Direct Pymt	1	1984		E. B. C., LLC/Flex Contributions		Yes	No	No	07/15/2026	512.50
MERC		42450		Wire	1	3329		CHASE CARD SERVICES		No	Yes	No	06/25/2026	(2,379.25)
MERC		42315	22401	Check	1	3052		ACT, INC		Yes	Yes	No	06/11/2026	69.50
MERC		42319	22402	Check	1	3347		ASL INTERPRETING SERVICES, INC		Yes	Yes	No	06/11/2026	1,960.63
MERC		42312	22403	Check	1	2880		BOARD OF SCHOOL ADMINISTRATORS		Yes	No	No	06/11/2026	55.00
MERC		42322	22404	Check	1	3818		CINTAS CORP		Yes	Yes	No	06/11/2026	230.20
MERC		42306	22405	Check	1	1132		CULLIGAN		Yes	Yes	No	06/11/2026	31.00
MERC		42309	22406	Check	1	2357		FILLMORE CENTRAL ISD 2198		Yes	No	No	06/11/2026	1,575.00
MERC		42321	22407	Check	1	3743		HIAWATHA HOMECARE		Yes	No	No	06/11/2026	3,753.75
MERC		42317	22408	Check	1	3088		HILLYARD		Yes	Yes	No	06/11/2026	830.26
MERC		42308	22409	Check	1	2339		LANESBORO PUBLIC SCHOOLS		Yes	No	No	06/11/2026	5,901.85
MERC		42313	22410	Check	1	2960		LANGUAGE LINE SERVICES		Yes	Yes	No	06/11/2026	46.02
MERC		42323	22411	Check	1	3836		LRP MEDIA GROUP		Yes	Yes	No	06/11/2026	4,159.00
MERC		42311	22412	Check	1	2369		MABEL-CANTON PUBLIC SCHOOLS		Yes	Yes	No	06/11/2026	795.56
MERC		42314	22413	Check	1	3023		MINNESOTA RURAL EDUCATION ASSO		Yes	Yes	No	06/11/2026	11,000.00
MERC		42318	22414	Check	1	3317		PADELFORD RIVERBOATS		Yes	Yes	No	06/11/2026	117.60

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Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		42304	22415	Check	1	00443		RED WING ACE HARDWARE		Yes	Yes	No	06/11/2026	63.40
MERC		42307	22416	Check	1	2302		RIESTER REFRIGERATION INC.		Yes	No	No	06/11/2026	3,442.00
MERC		42310	22417	Check	1	2368		RUSHFORD-PETERSON DIST. #239		Yes	No	No	06/11/2026	7,745.97
MERC		42316	22418	Check	1	3078		SHRED-N-GO-446138		Yes	Yes	No	06/11/2026	89.30
MERC		42320	22419	Check	1	3716		UNITED TRANSLATION SERVICES, LLC		Yes	Yes	No	06/11/2026	423.80
MERC		42305	22420	Check	1	02880		XCEL ENERGY		Yes	No	No	06/11/2026	5,488.03
MERC		42383	22421	Check	1	3775		A&C KITCHEN SERVICES		Yes	No	No	06/25/2026	850.00
MERC		42372	22422	Check	1	00433		CITY OF RED WING		Yes	No	No	06/25/2026	2,631.07
MERC		42379	22423	Check	1	3542		CITY OF RED WING		Yes	No	No	06/25/2026	84,032.42
MERC		42376	22424	Check	1	2884		CURRICULUM ASSOCIATES		Yes	No	No	06/25/2026	469.28
MERC		42375	22425	Check	1	2871		EMC Insurance Companies		Yes	No	No	06/25/2026	19,463.31
MERC		42378	22426	Check	1	3126		FERNBROOK FAMILY CENTER		Yes	No	No	06/25/2026	23,624.05
MERC		42374	22427	Check	1	01904		GOODHUE PUBLIC SCHOOL		Yes	No	No	06/25/2026	1,500.00
MERC		42380	22428	Check	1	3743		HIAWATHA HOMECARE		Yes	No	No	06/25/2026	3,672.50
MERC		42377	22429	Check	1	3088		HILLYARD		Yes	No	No	06/25/2026	1,179.52
MERC		42373	22430	Check	1	00670		RATWIK ROSZAK & MALONEY PA		Yes	Yes	No	06/25/2026	655.50
MERC		42385	22431	Check	1	3817		RUTH ANN MARSH		Yes	No	No	06/25/2026	1,713.68
MERC		42381	22432	Check	1	3749		SORENSON, SARA		Yes	No	No	06/25/2026	119.63
MERC		42384	22433	Check	1	3781		VISA		Yes	Yes	No	06/25/2026	3,386.41
MERC		42382	22434	Check	1	3771		WAYNE JOSEPH BENDICKSON		Yes	Yes	No	06/25/2026	7,500.00
MERC		42404	22435	Check	1	2081	R	RENAISSANCE LEARNING, INC.		Yes	Yes	No	06/25/2026	5,313.36
MERC		42423	22436	Check	1	3779		ARONSON, ERICA		Yes	No	No	07/08/2026	326.25
MERC		42416	22437	Check	1	00433		CITY OF RED WING		Yes	No	No	07/08/2026	2,631.07
MERC		42420	22438	Check	1	3688		DICKE, ADAM		Yes	No	No	07/08/2026	58.00
MERC		42418	22439	Check	1	2531		FIRST STUDENT		Yes	No	No	07/08/2026	217.95
MERC		42415	22440	Check	1	00367		KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	07/08/2026	2,936.50
MERC		42417	22441	Check	1	2433		MN STATE COLLEGE SOUTHEAST		Yes	No	No	07/08/2026	6,954.36
MERC		42419	22442	Check	1	3267		NORTH RISK PARTNERS - C.O. BROWN		Yes	No	No	07/08/2026	9,182.92
MERC		42421	22443	Check	1	3754		OELTJEN, HEATH		Yes	No	No	07/08/2026	147.90
MERC		42425	22444	Check	1	3837		PERFORMANCE OFFICE PAPERS, INC.		Yes	No	No	07/08/2026	1,256.00
MERC		42422	22445	Check	1	3777		STRAIN, JODI		Yes	No	No	07/08/2026	124.80
MERC		42426	22446	Check	1	3838		USI CONSULTING GROUP, INC		Yes	No	No	07/08/2026	3,800.00
MERC		42424	22447	Check	1	3807		WILLIAMS, JOLYNN		Yes	No	No	07/08/2026	108.75

Bank Total: $1,360,908.52

Report Total: $1,360,908.52

C. Staff Updates:

1. **Resignations:**

Behrens, Marissa: Early Childhood Special Education Teacher @ Cannon Falls, effective July 10, 2026.

Garcia, Shelly: Setting IV Paraprofessional @ RBEC, effective August 1, 2026.

Hosman, Allison: Multilingual Learners Teacher @ Kenyon-Wanamingo, effective July 8, 2026.

2. **New Hire:**

Blickenstaff, Zach: Special Education Setting IV Teacher @ River Bluff Education Center, effective for the 2026-2027 school year.

Case, Connor: American Sign Language Interpreter @ Lake City, effective for the 2026-2027 school year.

Espiricueta, Cielo: Special Education Paraprofessional @ Red Wing High School, effective for the 2026-2027 school year.

Fanslow, Danielle: Setting IV Paraprofessional @ River Bluff Education Center, effective for the 2026-2027 school year.

Fischer, Denise: Special Education Paraprofessional @ Red Wing High School, effective for the 2026-2027 school year.

Haapasaari, Ligia: Cultural Liaison/Reading Support @ Goodhue County Education District, effective for the 2026-2027 school year.

Jech, Jacqueline: Special Education Paraprofessional @ Red Wing High School, effective for the 2026-2027 school year.

3. **Transfers:**

Roben, Samanatha: Special Education Teacher @ River Bluff Education Center to Pathways Program Teacher @ River Bluff Education Center and 5RiversOnline Teacher @ 5RiversOnline, effective for the 2026-2027 school year.

4. **Re-assignment:**

IV. **Public Input:** **The policy of the education district board is to encourage discussion by persons of subjects related to the management of the district at board meetings. The board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students. Persons who wish to have a subject discussed at a public board meeting must notify the executive director's office in advance of the board meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed. The board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the board.**

V. **Reports and Communication:**

A. Business Manager Report 12

GOODHUE CO ED DISTRICT
2026-27 CASH FLOW

AS OF 7-15-26

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2026	-	(1,139.79)		294,320.01			963,946.28
7/9/2026	(206,529.74)	-				-	757,416.54
7/15/2026	(259,139.11)	(359,917.70)		1,573.76	272,955.20	-	412,888.69
7/20/2026	-	-		397,918.21		-	810,806.90
7/31/2026	(462,378.39)	(278,809.98)		180,829.65	107,093.27	-	357,541.44
ENDING BALANCE	(928,047.24)	(639,867.47)	-	874,641.63	380,048.47	-	357,541.44

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2026	-	-		466,632.63		-	824,174.08
8/4/2026	-	-		-		-	824,174.08
8/15/2026	(336,698.92)	(320,800.15)		100,703.26	406,954.43	54,615.91	728,948.60
8/17/2026	-	-		31,961.49		-	760,910.09
8/30/2026	(231,890.57)	(284,163.62)		1,197,142.40	387,425.75	-	1,829,424.05
	(568,589.49)	(604,963.77)	-	1,796,439.78	794,380.18	54,615.91	***1,829,424.05***

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2026	(218,524.75)	(2,757.10)		14,117.25			1,622,259.45
9/15/2026	(877,716.20)	(294,727.67)		499,211.73	107,093.27	46,200.80	1,102,321.37
9/17/2026	-	(516.67)		417,054.15		-	1,518,858.86
9/30/2026	(999,586.77)	(314,465.83)		69,633.43	335,600.99	148,275.79	758,316.47
ENDING BALANCE	(2,095,827.72)	(612,467.27)	-	1,000,016.56	442,694.26	194,476.59	***758,316.47***

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2026	(239,093.26)	-		-		-	519,223.21
10/9/2026	(30,919.07)	-		247,053.09		-	735,357.23
10/15/2026	(244,537.31)	(323,939.27)		262,972.38	124,449.97	-	554,303.00
10/20/2026	(262,536.02)	-		526,186.13		-	817,953.11
10/31/2026	(234,642.73)	(310,327.90)		273,874.44	393,602.35	121,000.38	1,061,459.66
ENDING BALANCE	(772,635.12)	(634,267.17)	-	1,310,086.05	518,052.32	121,000.38	***1,061,459.66***

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2026	-	-		-		-	1,061,459.66
11/5/2026	(266,061.86)	-		227,097.74			1,022,495.54
11/15/2026	-	(359,282.35)		-	155,562.46	-	818,775.64
11/20/2026	(348,991.62)	-		470,102.17		-	939,886.19
11/30/2026	(235.05)	(313,567.64)		97,284.23	248,899.93	-	972,267.67
ENDING BALANCE	(615,288.53)	(672,849.99)	-	794,484.14	404,462.39	-	972,267.67

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2026	(471,786.83)	-		376,634.82	-	-	877,115.66
12/8/2026	-	-		-		-	877,115.66
12/15/2026	(375,626.36)	(317,026.97)		68,460.91	342,237.41	-	595,160.65
12/20/2026	-	(1,051.04)		562,860.28		-	1,156,969.89
12/31/2026	(253,014.80)	(336,773.34)		1,888.75	186,674.95	-	755,745.45
ENDING BALANCE	(1,100,427.99)	(654,851.35)	-	1,009,844.77	528,912.36	-	***755,745.45***

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2027	-	-		-		-	755,745.45
1/8/2027	(264,488.65)	-		252,056.58		526,910.85	1,270,224.24
1/15/2027	(231,139.31)	(297,996.22)		-	311,124.92		1,052,213.62
1/20/2027	(841,840.22)	-		344,231.59	-	-	554,604.99
1/31/2027	(242,694.18)	(307,300.61)		989,404.95	248,899.93		1,242,915.08
ENDING BALANCE	(1,580,162.36)	(605,296.83)	-	1,585,693.13	560,024.85	526,910.85	***1,242,915.08***

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2027	(236,911.51)	-		8,579.24		-	1,014,582.81
2/15/2027	(234,699.86)	(310,423.26)		169,918.83	248,899.93	-	888,278.45
2/20/2027	-	-		151,246.24		-	1,039,524.69
2/28/2027	(402,501.51)	(328,641.10)		8,348.42	311,124.92	-	627,855.41
ENDING BALANCE	(874,112.88)	(639,064.37)	-	338,092.73	560,024.85	-	***627,855.41***

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2027	(267,180.34)	-		8,614.63		-	369,289.70
3/15/2027	(333,659.67)	(307,780.02)		528,249.58	311,124.92		567,224.51
3/20/2027	-	-		91,949.97		-	659,174.48
3/31/2027	(237,238.59)	(313,607.69)		1,098,829.50	373,349.90	-	1,580,507.60
ENDING BALANCE	(838,078.60)	(621,387.71)	-	1,727,643.69	684,474.81	-	***1,580,507.60***

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2027	(330,761.43)	(1,442.36)		138,707.55		-	1,387,011.37
4/15/2027	(327,667.57)	(306,375.15)		85,436.07	248,899.93	-	1,087,304.65
4/20/2027	(19,367.80)	-		138,092.94		268,255.91	1,474,285.71
4/30/2027	(360,902.88)	(311,274.39)		108,479.24	504,550.68		1,415,138.36
ENDING BALANCE	(1,038,699.68)	(619,091.90)	-	470,715.81	753,450.61	268,255.91	***1,415,138.36***

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2027	(327,502.72)	-		722,681.06			1,810,316.70
5/15/2027	(241,596.34)	(313,839.04)		64,768.24	311,124.92	-	1,630,774.47
5/20/2027	(232,719.95)	-		88,719.48		-	1,486,774.00
5/31/2027	(458,349.06)	(314,390.88)		119,484.97	311,124.92	-	1,144,643.95
ENDING BALANCE	(1,260,168.07)	(628,229.92)	-	995,653.75	622,249.83	-	***1,144,643.95***

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL		MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2027	-	-		37.84		-	1,144,681.79
6/15/2027	(383,306.94)	(389,710.83)		713,247.27		-	1,084,911.29
6/20/2027	(279,635.50)	(16,524.41)		215,699.70	311,124.92	-	1,315,575.99
6/30/2027	(239,893.79)	(286,437.14)		7,814.93		-	797,060.00
ENDING BALANCE	(902,836.22)	(692,672.38)	-	936,799.74	311,124.92	-	***797,060.00***
TOTALS	(12,574,873.90)	(7,625,010.15)	-	12,840,111.77	6,559,899.84	1,165,259.64	797,060.00

Goodhue Co Ed District	Goodhue Co Ed District	REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES	June 30, 2026

REVENUE

REVENUE CATEGORIES	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	Next Year Budget	Received YTD	Budget Remaining	June 30, 2026 % of Budget Received	June 30, 2025 % of Actuals Received	June 30, 2024 % of Actuals Received	June 30, 2025	June 30, 2024
STATE	6,262,303	6,401,575	6,529,002	6,897,580	6,913,887	5,413,120	1,484,460	78.5%	100.0%	100.0%	6,401,575	6,262,303
FEDERAL	2,370,023	2,037,610	2,051,616	2,037,217	2,073,098	1,107,600	929,617	54.4%	100.0%	100.0%	2,037,610	2,370,023
LOCAL (FEES, INTEREST, ETC.)	11,303,859	11,439,690	11,753,680	11,722,594	13,063,900	11,036,961	685,633	94.2%	100.0%	100.0%	11,439,690	11,303,859
TOTALS	**19,936,185**	**19,878,875**	**20,334,298**	**20,657,391**	**22,050,885**	**17,557,680**	**3,099,711**	**85.0%**	**100.0%**	**100.0%**	**19,878,875**	**19,936,185**

EXPENDITURES

OBJECT SERIES	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	Next Year Budget	Expended YTD	Budget Remaining	June 30, 2026 % of Budget Expended	June 30, 2025 % of Actuals Expended	June 30, 2024 % of Actuals Expended	June 30, 2025	June 30, 2024
SALARIES & WAGES	10,093,545	10,990,252	11,525,375	11,443,612	12,580,231	11,372,699	70,913	99.4%	100.0%	100.0%	10,990,252	10,093,545
EMPLOYEE BENEFITS	2,843,575	3,173,243	3,361,997	3,619,120	3,828,102	3,434,665	184,455	94.9%	100.0%	100.0%	3,173,243	2,843,575
PURCHASED SERVICES	5,105,484	3,999,273	3,708,838	3,935,420	3,898,531	2,152,181	1,783,239	54.7%	100.0%	100.0%	3,999,273	5,105,484
SUPPLIES	819,001	794,966	716,194	739,035	706,776	665,581	73,454	90.1%	100.0%	100.0%	794,966	819,001
EQUIPMENT	1,073,045	1,175,995	1,084,272	1,096,276	1,074,004	1,094,722	1,554	99.9%	100.0%	100.0%	1,175,995	1,073,045
OTHER EXPENDITURES	124,731	30,830	28,362	81,010	32,713	20,003	61,007	24.7%	100.0%	100.0%	30,830	124,731
TOTALS	**20,059,380**	**20,164,559**	**20,425,038**	**20,914,473**	**22,120,357**	**18,739,850**	**2,174,623**	**89.6%**	**100.0%**	**100.0%**	**20,164,559**	**20,059,380**

PROGRAM SERIES	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	Next Year Budget	Expended YTD	Budget Remaining	June 30, 2026 % of Budget Expended	June 30, 2025 % of Actuals Expended	June 30, 2024 % of Actuals Expended	June 30, 2025	June 30, 2024
SITE ADMINISTRATION	357,053	358,374	381,650	387,208	397,485	382,511	4,697	98.8%	100.0%	100.0%	358,374	357,053
DISTRICT ADMINISTRATION	92,977	88,643	94,744	102,502	142,826	95,927	6,575	93.6%	100.0%	100.0%	88,643	92,977
SUPPORT SERVICES	338,571	349,805	320,477	330,467	320,695	385,014	(54,547)	116.5%	100.0%	100.0%	349,805	338,571
REGULAR INSTRUCTION	3,275,290	2,841,820	3,064,529	2,902,738	3,479,586	2,561,028	341,710	88.2%	100.0%	100.0%	2,841,820	3,275,290
EXTRA-CURRICULAR ACTIVITES	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	-	-
SPECIAL EDUCATION	10,794,455	11,172,266	11,507,645	11,923,134	12,581,218	10,425,508	1,497,626	87.4%	100.0%	100.0%	11,172,266	10,794,455
INSTRUCTIONAL SUPPORT	893,095	990,629	816,563	800,317	697,757	707,518	92,799	88.4%	100.0%	100.0%	990,629	893,095
PUPIL SUPPORT SERVICES	2,499,034	2,357,264	2,341,307	2,458,768	2,656,383	2,367,025	91,743	96.3%	100.0%	100.0%	2,357,264	2,499,034
FACILITIES	1,354,668	1,443,735	1,386,060	1,506,703	1,406,071	1,440,857	65,846	95.6%	100.0%	100.0%	1,443,735	1,354,668
OTHER FINANCING USES	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	-	-
TOTALS	**20,059,380**	**20,164,559**	**20,425,038**	**20,914,473**	**22,120,357**	**18,739,850**	**2,174,623**	**89.6%**	**100.0%**	**100.0%**	**20,164,559**	**20,059,380**

SUMMARY - ALL FUNDS

SUMMARY	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	Next Year Budget	Expended YTD	Budget Remaining	June 30, 2026 % of Budget	June 30, 2025 % of Actuals	June 30, 2024 % of Actuals	June 30, 2025	June 30, 2024
REVENUE	19,936,185	19,878,875	20,334,298	20,657,391	22,050,885	17,557,680	3,099,711	85.0%	100.0%	100.0%	19,878,875	19,936,185
EXPENDITURES	20,059,380	20,164,559	20,425,038	20,914,473	22,120,357	18,739,850	2,174,623	89.6%	100.0%	100.0%	20,164,559	20,059,380
SPENDING VARIANCE	(123,195)	(285,685)	(90,740)	(257,082)	(69,472)	(1,182,169)	N/A	N/A	N/A	N/A	(285,685)	(123,195)

Business Manager Report 7-23-26

2025-26 Budget as of 6/30/26

This is a first look at fiscal year end 6/30/26. We have received $17,557,680 or 85.0% of the budget. We have expended $18,739,850 or 89.6% of the expense budget. We will continue looking at 6/30/26 through the audit in September.

Cash Flow

For your information. Cash flow is looking good through the current fiscal year if we continue to prebill 1 month ahead.

June Bank Rec

For your information

Goodhue County Ed District
Reconciliation Worksheet Report
06/30/2026

Audit Nc	Statement Date	Co	Bank Code	Bank Name/Descriptior
1587	06/30/2026	6051	MERC	MERCHANTS BANK GENERAL

Worksheet has been Finalized

Statement Amount	916,758.77
Deposits in Transit	0.00
Outstanding Payments	
Checks	171,805.46
Wires	38,077.80
SHR - Payments	0.00
SHR - Third Party	0.00
Cash	0.00
ACH	3,819.14
Adjustment Amount	(32,290.31)
Amount Per Bank	670,766.06
GL Account Balance	670,766.06
Difference	0.00

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty
6051	B	01	101	000				F

Adjustments

Manual	06/30/2026	KT	Wire	116.03	RECORDED IN JULY
Manual	06/30/2026	SWEEP	Deposit	(32,406.34)	FROM SWEEP

ISSUE BRIEF: **APPROPRIATIONS**

OVERVIEW

Infants, toddlers, children, and youth with disabilities and/or gifts and talents participate in and benefit from all federal public education and early childhood programs. At the same time, schools are facing growing student mental health needs, increasing special education enrollments, and severe shortages of special educators, school psychologists, social workers, and other specialized instructional support personnel. A strong federal investment in programs that provide targeted support is critical to ensuring success in the early years, in school, and beyond, and to increasing opportunities for all. Unfortunately, these programs are consistently and woefully underfunded, straining the entire education system.

The Individuals with Disabilities Education Act (IDEA) is the preeminent federal law for providing services to infants, toddlers, children, and youth with disabilities. Fully funding IDEA would significantly improve outcomes by ensuring access to early intervention services, special educators trained to provide specially designed instruction, specialized instructional support services, curricula, devices, and family support.

According to the U.S. Department of Education's (ED) Fiscal Year (FY) 2027 congressional budget justification for special education, the total number of infants, toddlers, children, and youth with disabilities served under IDEA continues to grow, reaching approximately nine million during the 2025-2026 school year. Stagnant federal funding, a rise in the number of eligible children, a growing shortage of personnel, and rising service costs create significant budgetary challenges.

Consistently well-funded programs will result in a better future for infants, toddlers, children, and youth with disabilities. We call on Congress to provide appropriate funding levels in FY 2027 for all public education and early childhood programs, specifically the programs listed to the right.

THE LOCAL IMPACT OF FUNDING

School districts in every state are experiencing growing difficulty filling special education positions, maintaining manageable caseloads, and sustaining legally required services amid rising student needs and stagnant federal funding. These challenges increasingly affect general education budgets, local taxpayers, and the ability of schools to provide timely academic, behavioral, and mental health supports for all students.

Members of Congress are Urged to:

Congress committed to covering up to 40% of the excess cost of educating students with disabilities. Today, the federal share is approximately 10%. Therefore, Members of Congress are urged to invest no less than: $16.7 billion in IDEA Part B State Grants:

- $632 million in IDEA Part C Infants and Toddlers
- $491 million in IDEA Part B Preschool Program
- $135 million in IDEA Part D Personnel Preparation
- $70 million in the National Center for Special Education Research
- $32 million in the Jacob K. Javits Gifted and Talented Grants
- $250 million in School-Based Mental Health Professionals

SUPPORT SPECIAL EDUCATION IN SCHOOLS

Approximately 8.1 million school-aged children and youth in the United States benefit from the individualized special education and specialized instructional support services provided by IDEA. These services, provided by special and general education teachers and specialized instructional support personnel, are tailored to meet the specific needs of each child or youth with a disability. The U.S. Department of Education estimates that fully funding the IDEA Grants to States program could support 400,000 additional special educators and specialized instructional support personnel. Without increased federal investment, local education agencies will continue facing larger caseloads, unfilled vacancies, and growing difficulty providing timely services and supports to students with disabilities. Congress must put IDEA on the first step of a 10-year glidepath to full funding in FY 2027 to enable districts to better support children and youth with disabilities and hire more fully prepared special education personnel.

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SUPPORT THE NEEDS OF YOUNG CHILDREN WITH DISABILITIES AND THEIR FAMILIES

IDEA's early childhood programs serve approximately 1 million children with disabilities and their families annually through the Part C program for infants and toddlers and the Part B Preschool Special Education program. That figure is expected to rise considerably for FY 2027. Part C programs are designed to provide early intervention services that improve outcomes, support the transition to preschool, and mitigate the need for future IDEA services. A national longitudinal study found that more than 40% of Part C recipients did not need IDEA services in kindergarten because of early interventions. Despite this growth in enrollment and documented positive outcomes, federal funding has failed to keep pace. According to the U.S. Department of Education, federal investment per child has decreased by more than 40% over the last 30 years. Significant increases are needed to support infants, toddlers, and preschool children with disabilities and their families, and to continue benefiting from the return on investment in the K-12 system.

ENSURE A HIGH-QUALITY SPECIAL EDUCATOR PIPELINE

For the 2024-25 school year, 45 states reported a shortage of qualified teachers in special education, more than for any other teacher shortage area. (U.S. Department of Education). IDEA Part D Personnel Preparation focuses on preparing special educators, early interventionists, and specialized instructional support personnel to help ensure an adequate number of providers with the skills and knowledge necessary to support infants, toddlers, children, and youth with disabilities, with an emphasis on incorporating research into training programs and practice. This program is increasingly critical to addressing pervasive personnel shortages across the nation and supports building a well-prepared pipeline into the profession.

DELIVER THE RESEARCH THAT GUIDES BEST PRACTICES

The National Center for Special Education Research (NCSER) is the primary driver of special education and early intervention research in the nation and identifies evidence-based practices for classroom teachers and early intervention practitioners. Recent studies have examined optimal personnel dynamics to support inclusion for children with emotional and behavioral disorders, as well as methods for solving math word problems for third graders with or at risk of math disabilities. Many of the NCSER findings are applicable and beneficial to schools as a whole. Despite the practical solutions developed through NCSER funding that improve outcomes for infants, toddlers, children, and youth with disabilities, NCSER remains underfunded, significantly hampering support for ongoing research and the ability to undertake new projects. Restoring funding to NCSER, which peaked at $70 million in FY2010 is critical to researching today's pressing questions in special education and early intervention.

MEET THE NEEDS OF LEARNERS WITH GIFTS AND TALENTS

The Javits Act—the sole federal initiative supporting students with gifts and talents—seeks to address the "excellence gap" among certain populations, including students with disabilities and rural students, by promoting research and programs to better identify and serve high-ability students from underserved backgrounds. Despite being the sole program dedicated to supporting gifted and talented learners, the Javits program's scale remains shockingly low at $16.5 million annually.

SUPPORT SCHOOL MENTAL HEALTH SERVICES

As people develop from infancy, experiences and relationships shape their mental well-being throughout their lives. Unfortunately, young people nationwide are facing an acute mental health crisis. According to the School Pulse Panel (National Center for Education Statistics, March 2025), 53% of public schools reported an increase in students seeking school-based mental health services over the previous school year. The School-Based Mental Health Services Professional Demonstration Grant program and the School-Based Mental Health Services Grant program address severe shortages of school psychologists, social workers, and counselors. These programs are designed to shore up the mental health workforce to meet the current mental health needs of our young people in school.

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REJECT PROPOSED CUTS IN THE FY 2027 BUDGET

The FY 2027 budget proposal recommends eliminating IDEA Personnel Preparation, the IDEA Preschool Program, and the Javits Program, and severely cutting the National Center for Special Education Research within the Institute for Education Sciences (IES). Cutting these programs would have outsized negative consequences:

- **Worsening the National Special Educator Shortage**: Cutting Part D Personnel Preparation, along with all other parts of IDEA Part D (National Activities), including technical assistance centers, would severely limit the pipeline of qualified special educators and reduce access to professional development and resources critical for effective IDEA implementation. At a time when special educators face the largest shortages among educators in nearly all states, this proposal is particularly devastating.
- **Failing Preschool-aged Children at Long-term Personal and Financial Cost**: Eliminating the IDEA Preschool Program would deny early intervention services to children aged 3–5, preventing preschool-aged children from making meaningful progress during a critical phase of human brain development and leading to more intensive and expensive special education needs in elementary school and beyond.
- **Weakening Evidence-Based Policy:** The loss of IES-supported special education research would hinder states' and districts' ability to make data-driven decisions, implement proven practices, and adapt to evolving student needs and technologies. This will cause educational systems to waste money on programs and data used in ways that don't improve student outcomes, ultimately harming schools and students.
- **Providing States with Less Funding:** 18 K-12 education grant programs, including the Javits program and School-Based Mental Health Professionals Grants, would be consolidated into a pared-down Make Education Great Again fund under the budget proposal. This would result in considerably fewer dollars flowing to states and the elimination of a funding infrastructure to target federal aid to specific needs, including gifted and talented education, the pipeline of mental health professionals, and other programs developed in response to national needs.

FAST FACTS ON FUNDING

- 72% of voters support increased federal funding for education. (Learning Agency poll, June 2025)
- Without a significant increase for the IDEA Grants to States program in FY 2027, the federal share will be 10% or approximately one-quarter of "full funding." (U.S. Department of Education)
- The nationwide IDEA funding shortfall for the 2024–25 school year was estimated at nearly $39 billion, leaving states and local districts to absorb the difference to provide legally required services to students with disabilities. (Congressional Research Service)
- Filling the gap between current funding and "full funding" could support more than 400,000 special education jobs. (U.S. Department of Education)
- Students with disabilities show persistent underrepresentation in gifted and talented education programs or other advanced or accelerated learning opportunities. (Civil Rights Data Collection)
- Teacher attrition in special education is nearly double that of general education, driven in part by overwhelming caseloads and lack of support—both tied to inadequate funding. (U.S. Department of Education)
- Eliminating IDEA National Activities and the IDEA Preschool Program would further erode the special educator pipeline, limit the special education field's access to critical evidence-based research, and harm preschool-aged children with disabilities.

ISSUE BRIEF: **PUBLIC FUNDS IN EDUCATION**

OVERVIEW

Public education is the only education system legally required to serve all children, including children with disabilities. A strong public education system is critical to supporting equitable opportunities, strengthening communities, and sustaining a healthy democracy. Sustained investment in public education systems is essential to achieving positive outcomes for children and youth with disabilities.

Voucher and voucher-type programs, including scholarships, education savings accounts, tax credits, and similar funding mechanisms, redirect public education dollars to private entities for expenses such as tuition. These programs shift critical resources away from public schools, reduce accountability, and create inconsistencies in access to services and protections.

For children and youth with disabilities, strong public education systems are essential to providing access to a free appropriate public education (FAPE) guaranteed under the Individuals with Disabilities Education Act (IDEA). Diverting dollars away from public education has an outsized negative impact on students with disabilities, who are treated differently by private schools, where IDEA rights do not necessarily convey.

A new change to the federal tax code, Section 25F, establishes the first federal voucher program. The program, established through the One Big Beautiful Bill Act, provides a dollar-for-dollar tax credit for individuals who contribute up to $1,700 to scholarship-granting organizations (SGOs). Those dollars are diverted from federal tax revenue, threatening future reductions in federal education expenditures, including special education. While SGOs are authorized to support a range of student-related expenses, the program is primarily designed to fund vouchers for private school tuition. Eligibility for voucher funds is determined by household income, with a cap set at 300% of the adjusted gross median income. In some counties, this threshold would allow a family of four earning up to $500,000 annually to qualify.

Members of Congress are Urged to:

Congress must protect public education funding and preserve the rights and protections guaranteed to children with disabilities under IDEA. Therefore, we urge Members of Congress to:

Cosponsor the Keep Public Funds in Public Schools Act of 2026 (S. 4297/H.R.9289).

- This bill would repeal Section 25F of the Internal Revenue Code, ending the federal tax credit of up to $1,700 for contributions to scholarship-granting organizations that provide vouchers for K–12 tuition and other allowable uses.
- Section 25F, which allows individuals to receive a dollar-for-dollar, nonrefundable tax credit for contributions, has not yet gone into effect.

IDEA PROVIDES RIGHTS TO CHILDREN WITH DISABILITIES AND THEIR FAMILIES

For more than 50 years, public schools have been required to meet federal standards for serving children with disabilities under the federal IDEA law. Core components of the law include ensuring a free appropriate public education (FAPE) in the least restrictive environment (LRE), as well as establishing teacher licensure requirements, discipline requirements, and due process rights for students and families. Before that time, public schools could choose whether to admit and serve children with disabilities, resulting in only one in five children with disabilities attending school. Most children with disabilities were kept home or placed in segregated schools or institutions, denying them access to the general education curriculum and the opportunity to integrate with their non-disabled peers. For the last five decades, IDEA has afforded millions of children with disabilities the right to a quality public education. (S. Res. 531) These rights are ensured by oversight and accountability at the local, state, and federal levels, and through due process rights for families.

PRIVATE SCHOOLS ARE NOT REQUIRED TO COMPLY WITH IDEA

Private schools are not bound by most federal and state laws, including IDEA, and may follow their own set of rules and regulations. Whereas public schools must enroll children with disabilities, private schools can choose which children to admit and can deny admission to a child because of their disability, putting school "choice" in the hands of private schools, not parents. Private schools do not need to follow teacher licensure standards or provide specialized education for children with disabilities and can expel a student because of their disability. When parents place their children in private schools, they waive their rights under IDEA. IDEA rights are conveyed only when a district places a student with a disability in a private school due to its inability to provide FAPE in its own public schools.

IDEA RIGHTS IN PUBLIC VS. PRIVATE SETTING

Children with disabilities have more legal protections in public schools than in parentally placed private schools.

IDEA Law	Public school or nonpublic placement by the district	Parentally placed in private school
Free Appropriate Public Education (FAPE)	FAPE is required for all eligible children under an individualized education program (IEP) designed to meet each child's unique needs.	FAPE is not required, and children are not entitled to an IEP. "Equitable services," as determined by the district, private schools, and parents, can be provided.
Special educator certification	All K-12 special education teachers must meet certification requirements.	No requirements for educator certification.
Least restrictive environment (LRE)	To the extent possible, children with disabilities must be educated alongside their nondisabled peers.	No requirements to support students in the least restrictive environment.
School discipline	Students with disabilities are entitled to protections when their behaviors are a manifestation of their disability.	No protections for students with disabilities.
Due process rights	Parents have the right to a due process hearing if they have a dispute related to identification, evaluation, educational placement, the provision of FAPE, or disciplinary procedures.	Parents can only dispute a district's failure to identify a child with a disability through child find or evaluations.

Source: Government Accountability Office report, Private School Choice: Federal Actions Needed to Ensure Parents Are Notified About Changes in Rights for Students with Disabilities

PUBLIC FUNDS MUST SUPPORT ALL CHILDREN

Private school vouchers rely on public funds to support private schooling, redirecting limited resources away from the public education system that serves the vast majority—about 90%—of American students. When a school district's enrollment declines, the funding that would have been received for each student is lost. However, costs such as school personnel, maintenance, and electricity cannot be reduced by the same proportion, thereby raising the per-pupil cost of educating the remaining students. By channeling funds to private institutions, voucher programs weaken public schools. They shift much-needed resources from an inclusive system to subsidize education for a smaller, select group of voucher recipients. Public funds must be dedicated to public education, which supports all children.

CONGRESS MUST PROTECT PUBLIC EDUCATION

For public schools, voucher expansion can mean larger class sizes, staffing reductions, diminished student supports, and fewer resources available for special education, mental health services, and academic intervention programs. Federal education investments should strengthen the public education system that serves all children, not subsidize private systems that are not required to provide equal access, accountability, or protections for infants, toddlers, children and youth with disabilities.

Public funds must remain dedicated to public education.

FAST FACTS ON PRIVATE SCHOOL VOUCHERS

- The Government Accountability Office found that no more than half of private schools participating in voucher programs referenced serving students with disabilities on their websites, despite receiving publicly supported voucher funds. (U.S. Government Accountability Office, GAO-18-94)
- Whereas public schools must enroll children with disabilities, private schools can choose which children to admit and can deny admission to a child because of their disability, putting school "choice" in the hands of private schools, not parents.
  - In April 2025, a Utah state court blocked a voucher program because it diverted public tax dollars to private schools and allowed those schools to reject students based on factors including disability or income. (Labresh v. Cox, No. 240904193 (Utah 3d Dist. Ct. April 18, 2025)).
  - If a parent withdraws a child from a private school due to unmet special education needs, many voucher programs still allow the school to keep the tuition. If the child returns to public school after the school has submitted its enrollment data, the public school typically does not receive funding for that student.
- Studies repeatedly show that vouchers largely subsidize the tuition of wealthy families whose children already attend expensive, selective private schools:
  - In Arkansas, 88% of participating voucher students in the 2024-25 school year did not attend public school the year before. (2024 Arkansas Education Freedom Accounts Program Annual Report)
  - A 2023 report from Florida found similar numbers—87% of enrolled students had not previously attended public school. (Step up for Students data)

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ISSUE BRIEF: **PRESERVING THE U.S. DEPARTMENT OF EDUCATION**

OVERVIEW

The Individuals with Disabilities Education Act (IDEA) is one of the nation's most significant civil rights laws, guaranteeing a free appropriate public education (FAPE) to more than 8.5 million infants, toddlers, children, and youth with disabilities. Prior to the enactment of IDEA, one in five children with disabilities were excluded from public education entirely or denied meaningful educational opportunities. IDEA fundamentally changed that reality by establishing clear federal expectations and enforceable rights for students and families nationwide. Since Congress passed this important law in 1975, IDEA has maintained a strong national commitment to educational access, accountability, and opportunity for all eligible children and youth with disabilities.

The statute established the Office of Special Education Programs (OSEP) within the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education (ED). OSEP is designated as the principal agency responsible for administering and implementing IDEA. States, local districts, schools, children, and families have relied on the leadership and expertise of OSEP and its cross-office collaboration within the Department of Education to provide the oversight, guidance, and technical assistance critical to meeting the spirit and letter of the law.

Embedded within IDEA is a strong federal role within ED in ensuring the continuation of FAPE for students with special learning needs and a robust presence of that Department in providing essential funding to schools, the protection of the civil rights of children with disabilities, and support for ongoing research to better the lives of infants, toddlers, children, and youth with disabilities. Through IDEA and related statutes, Congress established a federal framework for special education within ED, which remains critical today to preserving equitable access to education and ensuring all students receive the services and support they need to succeed, regardless of disability.

What Members of Congress Can Do:

Congress established the Office of Special Education and Rehabilitative Services (OSERS) within the U.S. Department of Education to administer and oversee federal programs serving children and adults with disabilities. Through IDEA and other federal statutes, Congress assigned specific responsibilities related to funding, monitoring, technical assistance, accountability, research, and the protection of educational rights.

This statutory framework has now been upended by the recent release of an Interagency Agreement that transfers key functions of OSERS from ED to the U.S. Department of Health and Human Services (HHS). While some programs administered by HHS impact the lives of people with disabilities, these programs are medical and social services in nature. IDEA is an education program, as its title states. HHS has no experience or expertise in overseeing and implementing special education. In fact, the vast majority of children with disabilities are educated in the regular classroom, with IDEA providing the services and support that enable them to access and succeed in the general education curriculum. This function is well beyond the scope of any program or expertise at HHS.

Transferring IDEA functions outside ED or reducing the capacity of OSERS would weaken the federal framework Congress established to support infants, toddlers, children, and youth with disabilities and the systems that serve them. Therefore, Members of Congress must:

- Preserve the U.S. Department of Education, keeping all education programs funded under that agency together in the agency that is best able to ensure compliance with federal education laws.
- Halt the use of any Interagency Agreements to dismantle the Department of Education; such agreements have never been used to transfer programs from one federal agency to another.
- Maintain the Office of Special Education and Rehabilitation Services (OSERS) within the U.S. Department of Education.
- Reject any changes that weaken IDEA implementation and oversight.

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The Role of U.S. Department of Education in Special Education

ESTABLISHING NATIONAL EXPECTATIONS AND PROTECTIONS

The federal government, through the U.S. Department of Education, plays a critical role in ensuring consistency and equity across all states through IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Federal law establishes:

- Uniform protections for students with disabilities
- Requirements for individualized services and supports
- Expectations for inclusion and educational access
- Accountability for student outcomes
- Parent and family procedural safeguards

ED oversight protects students from discrimination and ensures that educational rights are not contingent upon geography or local resources.

ENSURING ACCOUNTABILITY AND EFFECTIVE IMPLEMENTATION

IDEA is more than a funding statute. It is a national accountability system designed to improve educational outcomes for students with disabilities. Federal oversight through the U.S. Department of Education and the Office of Special Education Programs (OSEP) ensures:

- Monitoring of state implementation of IDEA
- State Performance Plans and Annual Performance Reports (SPP/APR)
- Collection and analysis of national special education data
- Technical assistance and guidance for states and districts
- Enforcement of compliance and civil rights protections

These systems promote transparency, consistency, and continuous improvement while helping ensure that federal investments result in improved educational outcomes for students with disabilities.

PROVIDING ESSENTIAL FUNDING ACROSS THE IDEA CONTINUUM

The Office of Special Education and Rehabilitative Services (OSERS), within the U.S. Department of Education, helps states and schools improve outcomes for infants, children, and youth with disabilities. One of its central responsibilities is administering formula grants and discretionary grants under IDEA. Congress annually appropriates funds for IDEA, which are distributed through the U.S. Department of Education The Office of Special Education and Rehabilitative Services to state education agencies, which then allocate the funds to local school districts and programs to support services for children with disabilities. This structure combines federal funding, state oversight, and local implementation to ensure students with disabilities receive the services and protections guaranteed under IDEA. Discretionary grants flow to states, institutions of higher education, technical assistance centers, and parent information and training centers to support personnel preparation and leadership development, research, parent support, resource development, and dissemination, building capacity and sustainability within the state systems. The accountability system requires trained personnel, data, monitoring protocols, and technical assistance networks that can’t be maintained without a federal administrative structure.

The grant management system at HHS is incompatible with that of the U.S. Department of Education. Moving OSERS to HHS jeopardizes the longstanding system that states have used to draw down federal IDEA funds. It may ultimately impede the flow of these dollars, interrupting critical services provided by local school districts.

SUPPORTING RESEARCH AND INNOVATION

ED also plays a vital role in advancing research and evidence-based practices through the Institute of Education Sciences (IES) and the National Center for Special Education Research (NCSER). Federal investments support:

- Evidence-based instructional practices
- Research on effective interventions
- Data systems and outcome analysis
- Postsecondary transition research
- Professional learning and implementation science

These efforts improve educational outcomes and help states and school districts implement effective, research-based programs and services.

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The Role of U.S. Department of Education in Special Education

PROVIDING VITAL OVERSIGHT

Within the U.S. Department of Education, OSEP plays a vital role in ensuring IDEA protections, addressing inequities, and providing strong accountability. Removing these functions from ED will threaten consistent access to and quality of services and support for children with disabilities.

Potential consequences of moving accountability and oversight for IDEA from the U.S. Department of Education to HHS include:

- Increased disparities in services and outcomes across states
- Reduced accountability for student achievement and service quality
- Erosion of civil rights protections for students with disabilities
- Greater financial burden on state and local school systems
- Reduced access to technical assistance and evidence-based practices
- Increased long-term public expenditures, reduced workforce participation, and diminished economic productivity resulting from unmet educational needs.

FAST FACTS ON DEPARTMENT OF EDUCATION

- Congress and the U.S. Department of Education have supported states and districts in implementing IDEA since its enactment in 1975.
- U.S. Department of Education leadership says it intends to keep OSERS whole, yet its budget proposal would reduce FTE in that office from 163 to 31.
- According to a recent oversight report from the Office of Inspector General, OSERS has seen a 14% decrease in staff, leaving critical functions unmet.
- Interagency agreements have historically been used to share personnel and resources only for short-term projects, rather than to transfer full programs from one agency to another.
- Interagency agreements add additional layers of bureaucracy, making program management less efficient and more cumbersome at all levels of implementation.

Preserving the U.S. Department of Education and maintaining a strong OSERS is essential to protecting the rights Congress established for millions of children with disabilities and ensuring IDEA continues to fulfill its promise for future generations.

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VI. **Old Business:**

A. 2nd reading of policies: 528, 529, 530, 531, 533 and 534. 28

Adopted: 1/26/12 | *MSBA/MASA Model Policy 528*
Orig. 1999
Revised: TBD | *Rev. 2022~~03~~*

528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

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

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this education district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

A. The education district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

B. The education district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

C. The education district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

D. The education district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.

E. It is the responsibility of every education district employee to comply with this policy.

F. The education district board has designated Executive Director Cheryl Johnson, 395 Guernsey Lane, Red Wing, MN 55066 651-388-4441 as its Title IX coordinator. This employee coordinates the education district's efforts to comply with and carry out its responsibilities under Title IX.

G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the executive director or the school district human rights officer.

H. Any reports of unlawful discrimination under this policy will be handled, investigated, and acted upon in the manner specified in Policy 522.~~ – Student Sex Nondiscrimination.~~

Legal References: 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)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)~~Student Sex Nondiscrimination~~)

Appendix I

STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

To: (Staff Name)

From: (Administrative Official)

Date of Notice:

This notice is sent to inform you that the following student has a history of violent behavior. The notice is sent to assist you in helping this student to be successful and ensuring the safety of students and staff.

You can use what you have learned about the student's history of violent behavior only to the extent allowed by school district policy. The data on this form are private data under state and federal law, and the student's privacy rights must be protected.

Student's name:

Incident(s) of violence:

If staff have a legitimate educational interest, provide the following information.

Description/Explanation of incident(s) if known (Specifically include any mitigating factors, e.g. self-defense, defense of others, medication issues):

The types of situations that might trigger violent behavior by this student, if known (e.g. triggers for frustration or anger):

Strategies or interventions that are successful with this student, if known:

The following documents may be available for you to review regarding this student:

_____ IEP
_____ §504 Plan
_____ Functional Behavioral Assessment
_____ Reports or statements by school staff
_____ Information provided by the parent or guardian

Additional information may be available to you based on your legitimate educational interest.

529 STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

[Note: School districts are not required to adopt a policy regarding staff notification of violent behavior by students. State law does, however, require school districts to provide classroom teachers with notice of the placement of students with a history of violent behavior in their classrooms. Thus, school districts may decide the manner in which they provide such notice.]

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

A. Any staff member or other employee of the education district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.

B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.

C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

A. Administration

"Administration" means the executive director, building principal, or other designee.

B. Classroom Teacher

"Classroom teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of an education district employee by the student, have occurred during the current or previous school year.

2. If a student has an incident of violence during the current or previous school

year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

"Incident(s) of violence" means willful conduct in which a student endangers or causes physical injury to the student, other students, an education district employee, or surrounding person(s) or endangers or causes significant damage to education district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or the employee's contract or position description approved by the education district board;

2. Perform a supervisory or instructional task directly related to the student's education; or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

4. Perform a task directly related to responding to a request for data.

F. School Staff Member

"School staff member" includes:

1. A person duly elected to the education district board;

2. A person employed by the education district board in an administrative, supervisory, instructional, therapeutic, paraprofessional or other professional position;

3. A person employed by the education district board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and

4. A person employed by, or under contract to, the education district board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the education district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the education district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other education district employees or individuals outside of the education district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the education district's Responsible Authority appointed by the education district board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;

2. Date of notice;

3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and

4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.

2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.

2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the education district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school, school district or cooperative in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

A. The administration will notify parents annually that the education district gives classroom teachers and other school staff members notice about students' history of violent behavior.

B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.

C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

Representatives of the education district board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.22, Subd. 7 (Compulsory Instruction)~~School Attendance - Education Records~~)
Minn. Stat. § 121A.45 (Grounds for Dismissal)
Minn. Stat. § 121A.64 (Notification; Teachers' Legitimate Educational Interest) ~~of Students with Violent Behavior)~~
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)~~Law Enforcement Notice to Schools)~~
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)
Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

530 IMMUNIZATION REQUIREMENTS

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the education district until the student or the student's parent or guardian has submitted to the designated education district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated education district administrator one of the following statements:

1. a statement from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or

2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated education district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Paragraph III.A. or III.B., above, or statement of immunization set forth in Article IV., below, to the executive director of the education district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the education district until the student or the student's parent or guardian has submitted the required data.

E. The education district may allow a student transferring into a school a maximum of thirty (30) days to submit a statement specified in Paragraph III.A. or III.B., above, or Article IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

F. If a person who is not a Minnesota resident enrolls in a education district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent or guardian of a minor student or an emancipated student submits a signed medical statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or

B. The parent or guardian of a minor student or an emancipated student submits a~~his or her~~ notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian, or emancipated student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The education district will develop and implement a procedure to:

1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Minnesota Department of Health;

2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;

3. review student health records to determine whether the required information has been provided; and

4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

[Note: See Attachments A, B, C, and D.]

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

A. The education district will maintain a file containing the immunization records for each student in attendance at the education district for at least five (5) years after the student attains the age of majority.

B. Student immunization records maintained by the education district are generally considered education records subject to the Family Education Records and Privacy Act (FERPA). The education district may not disclose personally identifiable information (PII), including immunization records, without parent or eligible student consent unless a permissible exception applies. ~~Upon request, the~~ education ~~district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.~~

C. The designated education district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within thirty (30) days of the student's transfer.

D. Upon request of a public or private post~~-~~secondary educational institution as defined in Minnesota Statutes, section 135A.14, the designated education district administrator ~~will~~ shall assist in the transfer of the student's immunization file to the post~~-~~secondary educational institution.

VII. OTHER

Within sixty (60) days of the commencement of each new school term, the education district will forward a report to the Commissioner of the Minnesota Department of Education stating the number of students attending each school in the education district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The education district also will forward a copy of all exemption statements received by the education district to the Commissioner of the Minnesota Department of Health.

Legal References:
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
20 U.S.C. § 1232g (Family Educational and Privacy Rights Act)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Health: School Health Personnel Immunization and Disease Reporting (accessed 12/15/25)

Letterhead 1

[date]
[Parent(s)]
[Address]

Re: Immunizations

Dear Parent:

As you know, school begins on [date]. Before your child, [name of child], can be enrolled, however, we must receive proof that he/she has received immunization against a number of diseases as required by state law or is excepted therefrom. To date, we have no immunization records for your child nor a claim of exception.

Please complete the enclosed form verifying that [name of child] has received the required immunizations, consistent with medically acceptable standards and return the form to Nurse Sheri Johnson, River Bluff Education Center, 395 Guernsey Lane, Red Wing, MN 55066, *before school begins*. By state law, we cannot allow [name of child] to stay in school longer than thirty days unless we have received proof that he/she has had the required immunizations or is excepted therefrom.

If you cannot submit a statement from a physician or public clinic regarding your elementary or secondary school child, you may submit your own statement on the enclosed form detailing the precise dosages given for each required immunization and the month and year each immunization was given. If you elect to submit your own statement in lieu of one from a health care provider, please contact Nurse Sheri Johnson at 651-388-4441 to determine the precise vaccinations required for your child, as the requirements vary according to the child's age.

If you are claiming an exception for medical reasons that an immunization is contraindicated or because of your conscientiously held beliefs, you must either submit a statement from a physician stating the immunization is contraindicated or you must submit a notarized statement, signed by you as the parent/guardian, or if the student is an emancipated person, by the emancipated person, stating that the student has not been immunized because of conscientiously held beliefs. The enclosed form may be used for this purpose.

If we do not receive proof of immunization or exception by [date], your child will be sent home from school and discharged from enrollment. It will then be necessary for you to re-enroll the child after immunization requirements have been met before the child can return to school. If you have any questions, please contact Nurse Sheri Johnson at 651-388-4441.

Thank you for your cooperation.

Very truly yours,

[School District Official]

ADDRESS

Goodhue County Education District
395 Guernsey Lane,
Red Wing, MN 55066

CONTACT

Web: www.gced.k12.mn.us
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

Adopted: 4/28/05

Revised: 10/29/09

Reviewed: TBD

MSBA/MASA Model Policy 531
Orig. 2003
Rev. 2003

531 THE PLEDGE OF ALLEGIANCE

[Note: Recitation of the Pledge of Allegiance by students and instruction of students as provided in this policy are required by statute. Also, the statement in Part III., below, must be included in the student handbook or a policy guide. A local school board or a charter school board of directors may waive these statutory requirements by a majority vote taken annually. If the local school board or charter school board of directors waives the requirement to recite the Pledge of Allegiance, it may adopt a district or school policy regarding the reciting of the Pledge of Allegiance.]

I. PURPOSE

The education district board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this education district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

A. By each individual classroom teacher or the teacher's surrogate; or

B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Legal References: Minn. Stat. § 121A.11, Subd. 3 and Subd. 4 (United States Flag)

Cross References: None

533 WELLNESS

[Note: All school districts that participate in the National School Lunch and School Breakfast Programs are required by the Healthy, Hunger-Free Kids Act of 2010 (Act) to have a wellness policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with responsibility for the implementation and oversight of the wellness policy to ensure the school district is in compliance with the policy.]

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

A. The education district board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.

B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

C. The education district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the education district board, school administrators, and the general public in the development, implementation, and periodic review and update of the education district's wellness policy.

D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. WELLNESS GOALS

[Note: The Act requires that wellness policies include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.]

A. Nutrition Promotion and Education

1. The education district will encourage and support healthy eating by students and engage in nutrition promotion that is:

    a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;

    b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and

    c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The education district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;

2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and

3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

C. Communications with Parents

1. The education district recognizes that parents and guardians have a primary role in promoting their children's health and well-being.

2. The education district will support parents' efforts to provide a healthy diet and daily physical activity for their children.

3. The education district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

4. The education district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

[Note: The Act requires that school districts have standards, selected by the school district, for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity. For foods and beverages sold to students during the school day on school campus, the Act requires that school districts also have nutrition guidelines.]

A. School Meals

[Note: The Act specifically requires that the wellness policy contain standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with the meal requirements for lunches and after-school snacks set forth in 7 Code of Federal Regulations section~~C.F.R. §~~ 210.10 and the meal requirements for breakfasts set forth in Code of Federal Regulations section~~7 C.F.R. §~~ 220.8.]

1. The education district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.

2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.

3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.

4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.

5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.

6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.

7. The education district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

8. The education district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

9. The education district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.

10. The education district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The education district shall designate an appropriate person to be responsible for the education district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.

2. As part of the education district’s responsibility to operate a food service program, the education district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered “competitive foods.” Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.

2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

3. Before and Aftercare (child care) programs must also comply with the education district’s nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:

a. Celebrations and parties. The education district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

[Note: Healthy party ideas are available from the USDA.]

b. Classroom snacks brought by parents. The education district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.

2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student’s individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

3. Fundraising. The education district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.

2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

[Note: The Act requires that local school wellness policies identify the position of the local education agency or school official(s) responsible for the implementation and oversight of the local school wellness policy.]

1. The executive director will designate a education district official to oversee the education district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.

2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

[Note: The Act requires a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.]

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the education district board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.

2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the education district's website and will be open to the public.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

[Note: The Act requires a description of the plan for measuring the implementation of the local school wellness policy.]

1. After approval by the education district board, the wellness policy will be implemented throughout the education district.

2. The education district will post its wellness policy on its website, to the extent it maintains a website.

[Note: Per Minnesota Statutes section~~. Stat. §~~ 121A.215, when available, a school district must post its current local school wellness policy on its website.]

B. Annual Reporting

[Note: The Act requires that school districts inform the public about the content and implementation of the local wellness policy and make the policy and any updates to the policy available to the public on an annual basis.]

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

[Note: The Act requires a triennial assessment of schools' compliance with the wellness policy. The Act also requires school districts to inform the public about progress toward meeting the goals of the wellness policy by making the triennial assessment available to the public in an accessible and easily understood manner.]

1. At least once every three years, the education district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:

    a. the extent to which schools under the jurisdiction of the education district are in compliance with the wellness policy;

    b. the extent to which the education district's wellness policy compares to model local wellness policies; and

    c. a description of the progress made in attaining the goals of the education district's wellness policy.

2. The Wellness Coordinator will be responsible for conducting the triennial assessment.

3. The triennial assessment report shall be posted on the education district's website or otherwise made available to the public.

D. Recordkeeping

[Note: The Act requires school districts to retain records to document compliance with the requirements of 7 Code of Federal Regulations section~~C.F.R. §~~ 210.30.]

The education district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The education district's written wellness policy.

2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.

3. Documentation of the triennial assessment of the local school wellness policy for each school under the education district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the education district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References:
Minn. Stat. § 121A.215 (Local School District Wellness Policy; Website)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act~~ of 1966~~)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources:
Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments

Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

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Orig. 2017
Revised: 8/17/17; 3/23/23; 6/21/23; TBD | *Rev. 2025*

534 SCHOOL MEALS POLICY

[NOTE: In 2021, the Minnesota legislature amended Minnesota Statutes, section 124D.111, to require that Minnesota school districts that participate in the national school lunch program adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].

[NOTE: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]

[NOTE: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte item or second meal charges.]

I. PURPOSE

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

II. PAYMENT OF MEALS

A. All a la carte items or second meal purchases are to be prepaid before meal service begins. Students should use the electronic payment option or pay at the school office. A student who does not have sufficient funds will not be allowed to charge a la carte items or a second meal until additional money is deposited in the student's account.

B. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education

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

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

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

a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

b. provide to all students at no cost up to two (2) federally reimbursable meals per school day, with a maximum of one (1) free breakfast and one (1) free lunch.

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

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

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

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

G. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.

H. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

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

B. Families will be notified of an outstanding negative balance once the negative balance reaches $0. Families will be notified by our, automated calling system, email and, finally, by letters sent home.

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

IV. UNPAID MEAL CHARGES

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

B. The education district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $20 not paid prior to the end of the semester, will be turned over to the executive director or executive director's designee for collection. In some instances, the education district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the education district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The education district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The education district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The education district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the education district, at the time of enrollment; and

3. all education district personnel who are responsible for enforcing this policy.

B. The education district will post this policy on the education district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.

C. If the education district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The education district will ensure that any third-party provider with whom the education district enters into either an original or modified contract after July 1, 2021, adheres to the education district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Cross References: None

Resources: USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016) (accessed 10/29/25)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016) (accessed 10/29/25)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&As (2017) (accessed 10/29/25)

Board Meeting
Thursday, March 26, 2026 6:00 PM Central

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

Erica Aronson:	Present
Terese Bjornstad:	Present
Adam Dicke:	Absent
Jason Lohmann:	Present
Heath Oeltjen:	Present
JoLyn Williams:	Present

Present: 5, Absent: 1.

I. **Pledge of Allegiance:**

II. **Call to Order/Adoption of Agenda:**
Motion to adopt the agenda was made. This motion, made by Erica Aronson and seconded by JoLyn Williams, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1

III. **Consent Agenda:**
Motion to approve the consent agenda was made. This motion, made by Heath Oeltjen and seconded by Erica Aronson, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1

III.A. Approval of February 26, 2026, Board Minutes

III.B. Approval of Claims:

III.C. Staff Updates:

III.C.1. **Resignations:**

III.C.2. **New Hire:**

III.C.3. **Transfers:**

III.C.4. **Retirement:**
Dave Hinck, Building-Wide Substitute @ RBEC, effective 06/05/2026

III.C.5. **Re-assignment:**

III.C.6. **Termination:**
Victoria Dale, Setting IV Paraprofessional @ River Bluff Education Center - Contracted Services with Precision HR, Effective 03/05/2026.

IV.

Public Input: **The policy of the education district board is to encourage discussion by persons of subjects related to the management of the district at board meetings. The board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students. Persons who wish to have a subject discussed at a public board meeting must notify the executive director's office in advance of the board meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed. The board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the board.**

V. **Reports and Communication:**

V.A. Business Manager Report
Jackie Paradis presented the business manager reports.

V.B. Buoy Marketing Analytics Update
Gretchen Wieland from Buoy presented the marketing and analytics in regards to the 5RO campaign.

VI. **Old Business:**

VI.A. 2nd Reading of Policy 20 Recording of Board Meetings
Motion made to accept Policy 20 Recording of Board Meetings. This motion, made by JoLyn Williams and seconded by Erica Aronson, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1

VI.B. 2nd Reading of Policies: 401, 402, 403, 404, 405, 406, 407, 408, 409 and 410.
Motion made to accept Policies: 401, 402, 403, 404, 405, 406, 407, 408, 409 and 41. This motion, made by JoLyn Williams and seconded by Erica Aronson, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1

VI.C. 5RO Programming
Motion made to wait until Dec 2026 for the plan in regards to 5RO programming. This motion, made by Jason Lohmann and seconded by JoLyn Williams, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
Cherie Johnson discussed with the board expectations for the December 2026 deadline for a 5RO plan from the superintendents moving forward.

VII. **New Business:**

VII.A. GCED Program Staffing Proposal
A motion was made to accept the GCED Staffing Proposal. This motion, made by Heath Oeltjen and seconded by Terese Bjornstad, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
Kim Cory explained the staffing proposal for the 26-27 school year.

VII.B. Terminations or Non-renewals: Teachers #1, #2, #3, #4, #5, #6, #7, #8

Motion made to accept the Terminations or Non-renewals #1. This motion, made by JoLyn Williams and seconded by Erica Aronson, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
Motion made to accept the Terminations or Non-renewals #2. This motion, made by Erica Aronson and seconded by Terese Bjornstad, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
Motion made to accept the Terminations or Non-renewals #3. This motion, made by Terese Bjornstad and seconded by JoLyn Williams, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
Motion made to accept the Terminations or Non-renewals #4. This motion, made by Erica Aronson and seconded by Terese Bjornstad, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
Motion made to accept the Terminations or Non-renewals #5. This motion, made by JoLyn Williams and seconded by Erica Aronson, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
Motion made to accept the Terminations or Non-renewals #6. This motion, made by Heath Oeltjen and seconded by JoLyn Williams, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
Motion made to accept the Terminations or Non-renewals #7. This motion, made by Erica Aronson and seconded by Terese Bjornstad, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1
Motion made to accept the Terminations or Non-renewals #8. This motion, made by Erica Aronson and seconded by JoLyn Williams, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1

VII.C. 1st Reading of Policies: 412, 415, 417, 419, 420, 421, 422, 423 and 427

VIII. **Other:**
Cherie Johnson shared that the students from RBEC have art displayed downtown through the Red Wing Arts Association. Jason Lohmann was invited by Rise Up Red Wing to visit the capitol with them and a group of students.

IX. **Comments: Board/Director**

X. **Next Meeting Date: April 30, 2026 at the River Bluff Education Center in Red Wing.**

XI. **Adjournment**
Motion made to adjourn. This motion, made by Jason Lohmann and seconded by Erica Aronson, Passed.
Adam Dicke: Absent, Erica Aronson: Yes, Terese Bjornstad: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, JoLyn Williams: Yes
Yes: 5, No: 0, Absent: 1

04/07/2026

Amanda Anderson
Paraprofessional Local 7371
395 Guernsey Ln,

RE: Notice of Intent to Negotiate Successor Agreement

To whom it may concern:

Pursuant to Article XVI of our current collective bargaining agreement and applicable labor laws, this letter serves as official notice that Paraprofessional Local 7371 intends to negotiate a successor agreement.

We wish to begin bargaining for the new agreement to succeed the contract expiring on June 30th 2026.

We suggest that our respective committees meet in May to discuss negotiation procedures. Please advise if this date is convenient.

Sincerely,
Amanda Anderson
President
Paraprofessional Local 7371

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Goodhue County Education District #6051

Restrictive Procedures Plan

July 1, 2026 - June 30, 2027

Table of Contents

Appendices

Date of Plan: July 1, 2026

Goodhue County Education District #6051
Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.0942, subd. 1, schools that intend to use restrictive procedures shall maintain and make publicly accessible in an electronic format on a school or district website or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities. Restrictive Procedure means the use of physical holding or seclusion in an emergency. The plan specifically outlines the list of restrictive procedures the school intends to use; describes how the school will implement a range of positive behavior strategies; links to mental health services; how the district will provide training on de-escalation techniques, consistent with 122A.187, subd. 4; how the school will monitor and review the use of restrictive procedures, including post use debriefings , consistent with subd. 3 paragraph (a), clause (5); convening an oversight committee to undertake quarterly reviews of the use of restrictive procedures; and a written description and documentation of the training and staff that have completed the training under subd. 5. This plan is available upon request.

The Goodhue County Education District #6051 (GCED) uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child's Individual Education Plan (IEP), Individual Family Support Plan (IFSP) or Behavior Intervention Plan (BIP).

A. Definitions

The following terms are defined as:

1. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person's request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists.
2. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. The term physical holding does not mean physical contact that:
    a. helps a child respond or complete a task;
    b. assists a child without restricting the child's movement;
    c. is needed to administer an authorized health related service or procedure; or
    d. is needed to physically escort a child when the child does not resist or the child's resistance is minimal.

3. "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately, including the key components under section 122A.627.
4. "Prone restraint" means placing a child in a face down position.
5. "Restrictive procedures" means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
6. "Seclusion" means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

B. Staff Training – Requirements and Activities

Requirements

Training will be provided to district staff and contracted staff who use restrictive procedures, including paraprofessionals.

Staff who design and use behavioral interventions will complete training in the use of positive approaches as well as restrictive procedures. All staff that use restrictive procedures in the GCED are trained in Professional Crisis Management Association (PCMA) procedures. At the first sight of anxiety in a child you will need to become supportive (an empathetic, nonjudgmental approach attempting to alleviate anxiety). Staff who design and use positive behavioral interventions will complete training in the communicative intent of behaviors including the following:

1. Questioning – Questioning authority and attempting to draw staff into power struggles.

2. Refusal – Noncompliance / slight loss of rationalization.

3. Release – Acting out or emotional outburst.

4. Intimidation – Verbal or nonverbal threatening.

5. Tension Reduction – Drop in energy after a crisis situation.

Staff who design and use positive behavioral interventions will complete training in the following relationship building strategies:

1. Building relationships with children when they are doing well.

2. Re-establishing relationships after children come back from a crisis. Re-establishing rapport.

3. Provide children personal space.

4. Use appropriate nonverbal and paraverbal communication (tone, volume and cadence) when establishing relationships with children.

Staff who design and use behavioral strategies will complete training in the following alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior:

1. Recognizing anxiety.

2. Recognizing nonverbal behavior.

3. Giving children time and space to release.

Staff who design and use behavioral strategies will complete training in the following de-escalation methods:

1. Time and space

2. Someone to talk with

3. Walk/Exercise/Movement

Staff who use restrictive procedures will implement the following standards for use:

1. Only as a last resort when a person is a danger to self or others.

2. Always maintaining the Care, Welfare, Safety and Security of all.

Staff who design and use behavioral strategies will follow the GCED Crisis Plan in an emergency situation. Staff will also recognize that the physiological and psychological impact of physical holding and seclusion is different for all children. Staff must analyze, be aware of, and respond to this impact. Everyone being restrained should be considered “at risk”. Interventions will be monitored for physical and psychological distress including the symptoms of and interventions that may cause potential asphyxia when physical holding is used.

Staff will be trained on district policies and procedures for timely reporting and documenting of each incident involving use of a restricted procedures;

Staff will be trained on schoolwide programs on positive behavior strategies at the district level.

Training records will identify the content of the training, attendees, and training dates. GCED will compile a list of all PCMA training and forward attendance records to the district on a quarterly basis. The district will maintain records of additional training provided within the district. Records of all training will be maintained at each building site. See Appendix A and B for Definitions and staff Training - Requirements and Activities, respectively.

Restrictive procedures may be used only by a licensed special education teacher, school social worker, school psychologist, behavior analyst certified by the National Behavior Analyst Certification Board, a person with a master's degree in behavior analysis, other licensed education professional, paraprofessional under section 120B.363 or mental health professional under section 245.4871 subd. 27, who has completed the training program under subd. 5.

C. <u>Restrictive Procedures Approved for Use</u>

1. Physical holding or seclusion may be used only in an emergency. A school that uses physical holding or seclusion shall meet the following requirements:

    a. physical holding or seclusion is the least intrusive intervention that effectively responds to the emergency;

    b. physical holding or seclusion is not used to discipline a noncompliant child;

    c. physical holding or seclusion ends when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;

    d. staff directly observes the child while physical holding or seclusion is being used;

    e. each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion documents, as soon as possible after the incident concludes, the following information:

        i. a description of the incident that led to the physical holding or seclusion;

        ii. why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;

        iii. the time the physical holding or seclusion began and the time the child was released;

        iv. a brief record of the child's behavioral and physical status; and

        v. a brief description of the post-use debriefing that occurred as a result of the use of the physical hold or seclusion; and

f. the room used for seclusion must:

   i. be at least six feet by five feet;

   ii. be well lit, well ventilated, adequately heated, and clean;

   iii. have a window that allows staff to directly observe a child in seclusion;

   iv. have tamper proof fixtures, electrical switches located immediately outside the door, and secure ceilings;

   v. have doors that open out and are unlocked, locked with keyless locks that have immediate release mechanisms, or locked with locks that have immediate release mechanisms connected with a fire and emergency system;

   vi. not contain objects that a child may use to injure the child or others; and

g. before using a room for seclusion, a school must:

   i. receive written notice from local authorities that the room and the locking mechanisms comply with the applicable building, fire, and safety codes; and

   ii. register the room with the commissioner, who may view that room.

Physical Holdings

All buildings in the GCED intend to use the following types of physical holding when trained in PCMA: 1 Person Transportation, 2 Person Transportation, 1 Person Vertical Immobilization, 2 Person Vertical Immobilization, 3 Person Vertical Immobilization, 3 Person Supine Barr may be used. Training and monitoring by a qualified PCMA Instructor will be provided to staff using these procedures.

Seclusion

Attached, as Appendix D, is written notice from local authorities that the rooms and the locking mechanisms comply with applicable building, fire, and safety codes. The written notice was received from the Deputy State Fire Marshal, Inspector for Goodhue County on August 17, 2015. Room D100.6 is registered with the Minnesota Department of Education. Specifications of Room # D100.6 is included in Appendix D. This form will be completed and/or updated by the GCED Executive Director or their designee.

No other buildings in the GCED will use any locked time out rooms for seclusion.

Notification to Parents

A school shall make:

1. Reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child; or

2. If unable to provide same-day notice, notice is sent within two days by written or electronic means; or as otherwise indicated by the parent in the child's IEP, IFSP or BIP.

Reporting Requirements for Using Restrictive Procedures

GCED must report summary data to Minnesota Department of Education (MDE) by July 1st of the current school year, on districts' use of restrictive procedures during that school year, including data on:

1. The number of incidents involving restrictive procedures;

2. The total number of children on which restrictive procedures were used;

3. The number of resulting injuries;

4. Relevant demographic data on the children and school;

5. Any disproportionate use of restrictive procedures based on race, gender, or disability status;

6. The role of the school resource officer or police in emergencies; and

7. Other relevant data collected by the district.

Within 24 hours after a child with a disability suffers death or serious injury, the GCED must notify the Office of the Ombudsman of the death or serious injury. Reports of death or serious injury may be done by faxing a completed form to the Office of the Ombudsman.

Reporting Requirement – Serious Injury

"Serious Injury" means:

1. Fractures;

2. Dislocations;

3. Evidence of internal injuries;

4. Head injuries with loss of consciousness;
5. Lacerations involving injuries to tendons or organs and those for which complications are present;
6. Extensive second-degree or third-degree burns, and other burns for which complications are present;
7. Extensive second-degree or third-degree frostbite, and others for which complications are present;
8. Irreversible mobility or avulsion of teeth;
9. Injuries to the eyeball;
10. Ingestions of foreign substances and objects that are harmful;
11. Near drowning;
12. Heat exhaustion or sunstroke; and
13. All other injuries considered serious by a physician*

Additionally, the Office of the Ombudsman asks that instances of self-injurious behaviors (SIB) or suicide attempts be reported to the Office when the injury results in hospitalization of the child or the need for medical treatment.

**further defined by the Office of the Ombudsman to include complications of a previous injury, complications of medical treatment, and other.*

D. Prohibited Procedures

The following actions or procedures are prohibited:

1. Engaging in conduct prohibited under 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment.
4. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
5. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate a child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to

the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;

6. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under chapter 260E;
7. Withholding regularly scheduled meals or water;
8. Denying the child access to bathroom facilities;
9. Physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso.
10. Prone restraint; and
11. The use of seclusion on children from birth through grade 3 by September 1, 2024.

E. Documentation of Physical Holding and Seclusion

Annually, stakeholders may, as necessary, recommend to the commissioner specific and measurable implementation and outcome goals for reducing the use of restrictive procedures and the commissioner must submit to the legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. The statewide plan includes the following components: measurable goals; the resources, training, technical assistance, mental health services, and collaborative efforts needed to significantly reduce districts' use of seclusion; and recommendations to clarify and improve the law governing districts' use of restrictive procedures. The commissioner must consult with interested stakeholders when preparing the report, including representatives of advocacy organizations, special education directors, teachers, paraprofessionals, intermediate school districts, school boards, day treatment providers, county social services, state human services department staff, mental health professionals, and autism experts. Beginning with the 2016-2017 school year, in a form and manner determined by the commissioner, districts must report data quarterly to the department by January 15, April 15, July 15, and October 15 about individual children who have been secluded. By July 15 each year, districts must report summary data on their use of physical holds to the department for the prior school year, July 1 through June 30, in a form and manner determined by the commissioner. The summary data must include information about the use of restrictive procedures, including use of reasonable force under section 121A.582.

The use of restrictive procedures in emergency situations will be documented through the use of the Restrictive Procedures Physical Holding Form (see Appendix

E), Restrictive Procedures Seclusion Form (see Appendix F), and the Staff Debriefing Meeting Form (see Appendix G).

F. <u>Documentation of Post-use Staff Debriefing Meeting</u>

Each time physical holding or seclusion is used, the staff person who implemented or oversaw the physical holding or seclusion shall document as soon as possible after the incident concluded and conduct a post-use debriefing with involved staff within 2 school days of the incident after the restrictive procedure concludes. There will be at least one staff member attending the debriefing meeting who was not involved in the incident and has knowledge of behaviors. A copy of the Restrictive Procedures Physical Holding Form (see Appendix E) and/or Restrictive Procedures Seclusion Form (see Appendix F) and the Staff Debriefing Meeting Form (see Appendix G) will be sent to: the child's case manager, the building principal, the GCED Executive Director, and a copy placed in the child's due process file. The GCED Executive Director will keep a comprehensive file of all restrictive procedure forms to be used by the Building Oversight Committee (see Appendix H).

If the post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Building Oversight Committee will <u>convene immediately</u> to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Restrictive Procedures Physical Holding Form (see Appendix E), the Restrictive Procedures Seclusion Form (see Appendix F), and the Staff Debriefing Meeting Form (Appendix G) to determine and recommend training needs.

G. <u>Documentation for an Individual Education Plan (IEP) or an Individual Family Support Plan (IFSP</u>

The use of restrictive procedures in response to an emergency may be documented in the child's IEP, IFSP or a behavior intervention plan (BIP) attached to the IEP or IFSP. Reviews will be conducted in accordance with MN Statute which requires the district will hold a meeting of the IEP or IFSP team, conduct or review a functional behavioral analysis, review data, consider developing additional or revised positive behavioral interventions and supports, consider actions to reduce the use of restrictive procedures, and modify the IEP, IFSP or BIP as appropriate. The district must hold the meeting: within ten calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's IEP, IFSP or BIP does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual IEP or IFSP meeting when the child's IEP or IFSP provides for using restrictive procedures in an emergency. If the IEP or IFSP team determines that existing interventions and supports are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on ten or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources, and successful strategies; or consider whether to reevaluate the child. At the meeting the team will review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the IEP, IFSPor BIP.

Record retention will be in accordance with district policies on student records.

H. <u>Building Oversight Committees</u>

The Building Oversight Committee will meet quarterly to review data provided in the Restrictive Procedures Physical Holding Form (see Appendix E), Restrictive Procedures Seclusion Form (see Appendix F) and the Staff Debriefing Meeting Form (see Appendix G). The Committee will complete the Building Oversight Committee Meeting Log (see Appendix I). The Building Oversight Committee will make recommendations in regards to the District's Restrictive Procedures Plan and, if necessary, indicate training needs and establish a plan for addressing Committee recommendations.

If a post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Building Oversight Committee will <u>convene immediately</u> to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Restrictive Procedures Physical Holding Form (see Appendix E), Restrictive Procedures Seclusion Form (see Appendix F), and the Staff Debriefing Meeting Form (see Appendix G) to determine and recommend training needs.

I. <u>Emergency Situations – Use of Restrictive Procedures</u>

The GCED shall make reasonable efforts to notify the parent on the same day when restrictive procedures are used in an emergency. If the school is unable to provide same-day notice, notice will be sent by written or electronic means or as otherwise indicated by the parent. Documentation of how the parent wants to be notified when a restrictive procedure is used may be found in the IEP, IFSP or BIP.

Building administrators will receive written notification when restrictive procedures are used in emergency situations. Records will be reviewed and summarized annually.

J. Positive Behavior Interventions and Supports

The district is committed to using positive behavioral interventions and supports. Positive behavior interventions and supports (PBIS) means intervention and strategies to improve the school environment and teach children the skills to behave appropriately.

Each building in the GCED uses the following practices and procedures to teach expected behaviors and provide additional positive supports to children requiring further intervention:

1. In the Fall of 2010, a school-wide behavior plan was implemented which continues to be a staple. The items listed below were the most important attributes of this plan.
2. Assist the school/site (i.e. administrators, teachers, children, and support staff) in reaching academic and behavioral benchmarks and goals.
3. Create a positive learning environment throughout the school/site.
4. Teach that all activities and curricula in the school/site are positive actions, including: reading, writing, math, nutrition, social skills, etc.
5. Develop a caring environment that is free of disruptive behavior, bullying, substance use, and violence.
6. In creating a school wide plan with input from all staff we were able to garner and maintain staff buy-in throughout the process. We continue to expand and strengthen our system in the use of research based positive behavior interventions and an increased collection and use of data.
7. PBIS correlates with both our staff development goals and district AYP plans. Research, as cited multiple times on the PBIS website, indicates that academic achievement increases as behavioral referrals decrease. As part of our efforts to increase academic achievement and meet benchmarks, we understand the importance of having a cohesive and research driven response to child and staff behavior.
8. During this past year we have also had extensive training on Professional Learning Communities (PLC). Having a strong PLC model allows us to examine and get our hands around issues that face us as we strive to increase child performance. PLCs also give us a vehicle to expand the knowledge base and implementation of new initiatives such as the implementation of PBIS.

9. In recent years, staff have also been trained in Life Space Crisis Intervention and Boy's Town.

K. <u>Mental Health Supports and Services</u>

One of the very first needs identified by The Mental Health Coalition of Goodhue County was a comprehensive mental health resource guide. These guides aim to increase mental health literacy and knowledge about how to access services. There are three guides: one for the community, one for school staff, and another for parents and caregivers. Visit gced.k12.mn.us, click on Resources then Mental Health for more information.

Nothing in this plan precludes the use of reasonable force under sections 121A.582; 609.06, subdivision 1; and 609.379. Any reasonable force used under sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the MDE as a restrictive procedures, including physical holding or seclusion used by an unauthorized or untrained staff person.

To meet all of the requirements of 125A.0942 subd 1(3), staff who use restrictive procedures w

Skills and Knowledge Areas

1. Positive behavioral Interventions.

2. Communicative intent of behavior.

3. Relationship building.

4. Alternatives to restrictive procedures.

5. De-escalation methods.

6. Standards for using restrictive procedures.

7. Obtaining emergency medical assistance.

8. Psychological/Physiological impact of physical holding and seclusion.

9. Physical signs of distress during restraint.

10. Recognizing symptoms of asphyxia during restraint.
11. Verbal and nonverbal communication to convert/divert an agressive individual.

12. Physical release techniques that keep both client and caregiver safe.

13. Physical re-direction to avoid injury and self harm.
14. Safe-BlockingⓇ-the only trauma-informed, restraint-free blocking technique.

ill complete training in the following skills and knowledge areas.

River Bluff Education Center

* PCMA

* PCMA

* PCMA

* PCMA

* PCMA

* PCMA

* PCMA

* PCMA

* PCMA; OH State Medical Info

* PCMA

*Ukeru

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Appendix C

The Goodhue County Education District #6051 has one room used for seclusion during the 2026-2027 year.

Goodhue County Education District #6051
Seclusionary Locked Time Out Inspection Form

Building: River Bluff Education Center **Date of Inspection:** August 17, 2015
Room #: D100.6 **Person(s) Completing Form:** Cherie Johnson
Fire Marshall checked on: August 17, 2015
Registered with MDE on: November 3, 2015
Room Measurement: 6'x5'4"
Description of Lighting, Ventilation and Heating: LED fixture. Ventilation goes through room at ceiling level – no opening into room
Plan for Maintenance and Cleaning after Use: The room is cleaned daily by the building custodial staff. Staff who use Room #D100.6 for seclusion will ensure the cleanliness of the room prior to and after each use.
Window Measurement: Room # D100.6 has a window in the door that measures 24"x4". When standing in front of the window, staff is able to see into the entire room.
Location of fixtures including electrical outlets, switches, smoke detectors, heating and ventilation fan and lights: There is one photoelectric smoke detector in the ceiling, a dimmer switch on the South wall, a sprinkler head in the ceiling(light hazard, quick response, security type sprinkler head), a ceiling diffuser (ducted supply air with a fire damper), and a return air grille in the ceiling (ducted return air with a fire damper).

- Are all fixtures tamperproof? Yes

Description of ceiling (height and type): Painted drywall and a height of 9ft above finished floor.

- Is the ceiling secure? Yes No

Door and locking mechanisms:

- Does the door open out? Yes No
- Does the door lock? Yes No If yes, the locking mechanism must meet the following:
  - The lock immediately releases upon activation of the fire alarm and sprinkler system? Yes No
  - The locking device is designed to fail in the open position? Yes No
  - The locking mechanism has been approved by the local authorities indicating that it complies with all applicable building, fire, and safety codes? Yes No
  - The district's plan for monthly testing of the locking mechanism is that the custodian will check monthly.

Describe for the school will ensure the room does not contain any objects the child may use to injure the child or others: School staff will check Room # D100.6 prior to use and after each use and immediately remove any objects that could be used to injure the child or others.
Any room that does not meet the MN law and statutory provisions must be repaired. The district's plan for repair is: If at any time the room, locking mechanism, or any item in the room is found to be in need of repair, use of the room will immediately cease until repair can be made. Needed repairs will be reported to the custodian and the Goodhue County Education Director.

Use of Restrictive Procedure - Physical Holding

Student Name:____________________ ID:__________ DOB:______ Grade:______

Gender:______ School:______________________________

Federal Setting:______________ Primary Disability: ________________

Date of Incident:______________

Ethnicity: Is the student Hispanic? ☐ Yes ☐ No

What is the student's Race? (choose one or more)
☐ American Indian or Alaska Native ☐ Asian
☐ Black or African American ☐ White
☐ Native Hawaiian or Pacific Islander

Directions: Staff must complete this form when an incident occurs that includes the use of a physical hold.

Staff Involved:

Name:	Role:	Trained:
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No

Person completing form: ____________________ Position: ________________

PHYSICAL HOLDING

Name of physical hold procedure: ______________ Start time: ______ End time: ______

Was physical holding used to protect the student or others from physical injury? ☐ Yes ☐ No Explain:

Description of the incident that led to the physical holding:

Description of the physical holding and a brief description of the student's behavioral and physical status:

Did any of these prohibited activities occur: 1. Engaging in conduct prohibited under section 121A.58; 2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain; 3. Totally or partially restricting a child's senses as punishment; 4. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or sprays as punishment; 5. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible; 6. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under chapter 260E; 7. Withholding regularly scheduled meals or water; 8. Denying access to bathroom facilities; 9. Physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso; and 10. Prone restraint; 11. Face down position ☐ Yes ☐ No Explain:
Was physical holding the least intrusive intervention to effectively respond to the emergency? ☐ Yes ☐ No Explain why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical (What less restrictive intervention was tried?):
Did physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? ☐ Yes ☐ No Explain:
Did staff directly observe the child during physical holding? ☐ Yes ☐ No Explain:
How many staff injuries as a result of this physical holding? ___________ Explain: How many student injuries as a result of this physical holding? ________ Explain:
Was the school resource office or police officer involved in this restrictive procedure? ☐ Yes ☐ No Explain:
Were standards for using restrictive procedures met during this restrictive procedure? ☐ Yes ☐ No Sections 125A.0941 and 125A.0942 https://www.revisor.mn.gov/statutes/cite/125A.0942 Explain:

Parent Notification

A school shall make reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child, or if the school is unable to provide same-day notice, notice is sent within two days by written or electronic means or as otherwise indicated by the child's parent.

Parent:________________________________ Date:__________ Time:__________

Notified by:________________________________

How notified:________________________________

Use of Restrictive Procedure - Seclusion

Student Name:________________ ID:__________ DOB:______ Grade:______

Gender:______ School:________________

Federal Setting:__________ Primary Disability: __________

Date of Incident:__________

Ethnicity: Is the student Hispanic? ☐ Yes ☐ No

What is the student's Race? (choose one or more)
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ White
- ☐ Native Hawaiian or Pacific Islander

Directions: Complete this form whenever a seclusion is used. All students must be monitored by an adult at all times. End the intervention when the threat of harm ends and staff determine that the student can safely return to the classroom or activity. A debriefing meeting must be held within two (2) days and a Staff Debriefing Meeting form completed..

Staff Involved:

Name:	Role:	Trained:
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No

Person completing form: ________________ Position: ____________

SECLUSION

Time seclusion began:______ Ended:______ Total time:________

Was seclusion used to protect the student or others from physical harm? ☐ Yes ☐ No
Explain:

Description of the emergency situation:

Description of the incident that led to seclusion:

Location of the seclusion: Did the room meet the requirements of a room used for seclusion? ⬜ Yes ⬜ No Did the room contain objects that a student may use to injure themselves or others? ⬜ Yes ⬜ No Provide a brief description of the student's behavior and physical status during seclusion:
Was seclusion the least intrusive intervention to effectively respond to the emergency? ⬜ Yes ⬜ No Explain why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical:
Did seclusion end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? ⬜ Yes ⬜ No Explain:
Did staff directly observe the child during the seclusion? ⬜ Yes ⬜ No Explain:
How many staff injuries as a result of this seclusion? _________ Explain: How many student injuries as a result of this seclusion? _____________ Explain:
Was the school resource office or police officer involved in this restrictive procedure? ⬜ Yes ⬜ No Explain:
Were standards for using restrictive procedures met during this restrictive procedure? ⬜ Yes ⬜ No Sections 125A.0941 and 125A.0942 https://www.revisor.mn.gov/statutes/cite/125A.0942 Explain:

Parent Notification

A school shall make reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child, or if the school is unable to provide same-day notice, notice is sent within two days by written or electronic means or as otherwise indicated by the child's parent.

Parent:____ Date:______________ Time:______________

Notified by:____

How notified:____

Goodhue County Education District #6051
Staff Debriefing Meeting

Student Name: ___________________________ **DOB:** _________________**Building:** ______________
Date of Debrief: ___________________________ **Date of Incident:** ______________________________

Student on an IEP: Yes ___ No ___ BIP in Place: Yes ___ No ___
Was IEP implemented:Yes ___ No ___ Was BIP implemented:Yes ___ No ___
If answered no, explain why:

Identify the antecedents, triggers and proactive interventions used prior to escalation.

Briefly describe the impact of the less restrictive interventions.

What behavior did the student exhibit to require a restrictive procedure?

Describe student and staff behavior during the intervention.

What actions helped/what did not help?

Describe the procedure used to return the child to his/her routine activity, education setting, intervention, and/or site determined by the team, BIP and/or administrator.

Did an injury to staff occur? Yes ___ No ___
Did an injury to student(s) occur? Yes ___ No ___
If an injury occurred, describe the injury and the action taken after the injury.

Was the hold the response to an emergency situation? Yes ___ No ___
Was the hold the least restrictive intervention? Yes ___ No ___
Did the hold end when the threat of harm ended? Yes ___ No ___
Is the behavior likely to occur again? Yes ___ No ___

Describe follow-up or corrective action needed to prevent the need for future use of restrictive procedures:

Behavior History:
Were restrictive procedures used on 2 separate school days in 30 calendar days? Yes ___ No ___
Does the team see this as a pattern? Yes ___ No ___
Does the child's IEP team need to meet? Yes ___ No ___

Staff attending debrief (should include at least one person not involved in the incident). Circle the Facilitator's signature:
Involved Staff: ______________________ ______________________

______________________ ______________________

______________________ ______________________

Place a copy of these forms in the Child's Due Process File.
Send copies to the case manager, building administrator, and Goodhue County Education District Director.

Goodhue County Education District #6051
Building Oversight Committee Members
2026-2027

The Building Oversight Committee will meet quarterly to complete the Review Form (Appendix I) based on data provided in the Restrictive Procedures Form Physical Holding (Appendix E), Restrictive Procedures Form Seclusion Form (Appendix F), and the Staff Debriefing Meeting Form (Appendix G) . The Building Oversight Committee may be called together at other times to address the inappropriate use of physical holding and/or seclusion and determine and recommend training needs. The Building Oversight Committee will also ensure IEP meetings are conducted in a timely manner.

River Bluff Education Center Oversight Committee Members
Jennifer Marquardt, Assistant Director of Special Education
Kim Cory, Principal
Shelly Angell, Social Worker, Restrictive Procedures Trainer
Julie Braford, Special Education Teacher
Molly Dodge-Brage, Social Worker
Andrea King, Social Worker
Whitney Bartholome, School Counselor
Kaylee Hakseth, Special Education Teacher
Katie Glomski, Mental Health Therapist

GOODHUE COUNTY EDUCATION DISTRICT
PARTNERS IN THE JOURNEY

Restrictive Procedures Oversight Committee Meeting Log

Building: ____________________

Members Present:

Date:	Start:	Stop:

Agenda: Review RP data collected.

Review of Data	Discussion
Number of procedures occurred:	Total number for building____________ Total number per student (holds and seclusion):
Emerging patterns & trends for student: • Times of day • Days of week • Duration of procedures • Other factors	

Were procedures used for non-emergencies?	____ yes _____ no If yes, explain the situation:
Disproportionate use of RP based on:	Race: ______ yes _______ no Gender: ______ yes _______ no Disability status: ______ yes _______ no
Did student get injured as a result of RP?	_____ yes _____ no If yes, explain the situation:
Did staff get injured as a result of the RP?	_____ yes _____ no If yes, explain the situation:
Determine if standards for using RP were met based on:	Statute 125A.0941 _____ yes _____ no Statute 125A.0942 _____ yes _____ no If no, describe the situation and steps to remedy:
Was school resource officer or police involved in emergencies and use of RP?	______ yes ______ no If yes, what was the role:
Proposals to minimize RP:	
Is additional staff training needed?	______ yes ______ no If yes, what training is needed:

Goodhue County Education District Agreement

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

Adopted: July 1, 1991

Revised: TBD

AGREEMENT FOR GOODHUE COUNTY EDUCATION DISTRICT

This agreement entered into prior to the 30th day of June 1991 by and between Independent School Districts:

ISD 252 Cannon Falls
ISD 253 Goodhue
ISD 2172 Kenyon Wanamingo (joined 7/1/1996)
ISD 256 Red Wing
ISD 2805 Zumbrota Mazeppa

Later entered into by and between Independent School District:

ISD 813 Lake City

Hereinafter referred to as member districts, for the purpose of establishing an Education District pursuant to MN~~Minn.~~ Statute~~Stat.~~ 123A.15-123A.19, 123A24, 123A.27, 123A.33 and 122A.54 ~~(2014)~~.

Witnessed that:

NOW THEREFORE, The parties to this Agreement hereby agree as follows:

1. ESTABLISHMENT OF AN EDUCATION DISTRICT. That hereby there is established an E~~e~~ducation D~~d~~istrict to be known as the Goodhue County Education District, as approved by a majority of the board of each participating district, which will begin operation no later than July 1, 1991.

2. PURPOSE OF AGREEMENT. The purpose of this Agreement shall be to provide, by cooperative effort, comprehensive educational programs and other such services that can be efficiently and effectively operated by this group of districts.

3. ACCOMPLISHMENT OF PURPOSE. The general purpose shall be accomplished by the creation of an Education District Board, which shall, on behalf of the Member Districts, apply for, receive and administer education funding. The Education District Board shall administer these funds and exercise its authority in such a way as to accomplish the purpose of this agreement as set forth in paragraph 2. This shall include the establishment of the Goodhue County Education District, which may offer educational services as provided for by the state Board of Education and member school boards. The care, management and control of the Goodhue County Education District shall be vested in the Education District Board.

4. EDUCATION DISTRICT BOARD.

a. The Education District Board shall consist of one representative from each member district. The representative shall be a school board member of the member district. Each member district shall be entitled to one vote. A board member may send an alternate representative in his/her absence.

b. The representative shall serve at the pleasure of the appointing school board and may be recalled by a majority vote of the appointing school board. Any member school board recalling its representative to the Education District shall give the Education District Board written notice of its action. A person appointed to the Education District Board shall qualify as an Education District Board member by filing with the Executive Director of the Education District a written certificate of appointment from the respective school board.

c. A board vacancy is filled for the unexpired term by appointment from the school board of the member district whose seat is vacant.

d. The elected offices of the Education District Board shall be a chair, a vice-chair, clerk and treasurer. The Executive Director shall have no vote on the board.

e. The election of the Education District Board officers is by a majority vote of the members of the Education District Board at its January meeting each year. A term of an officer is for one year and such term shall expire at the meeting at which the new officers are elected.

f. The Education District Board shall create its own rules, procedures, and bylaws subject to the official agreement of the member districts. The agreement and bylaws will be reviewed once every three years or when required due to a change in membership.

g. The Education District Board shall hold monthly meetings and may meet more or less frequently at the request of its chair or the delegates of two members or by action of the Education District Board.

h. Any new programs proposed by the Education District Board shall require a majority of Education District Board members before being initiated.

5. BOARD OFFICERS RESPONSIBILITY. Board officers shall have the parliamentary duties usually ascribed to such offices as well as those specifically assigned:

a. The Chair conducts the meetings, executes undertakings ordered as directed by the Board, and is the official representative of the Board in all matters relating to the Education District;

b. The Vice-Chair acts in the absence of the Chair and has all the powers of the Chair during the latter's absence;

c. The Clerk shall assure a record is kept of all meetings and that all Education District expenses are reviewed by the board. The clerk shall also draw and sign all orders for payment and shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

d. The Treasurer~~-Clerk~~ is to receive, deposit and disburse all funds of the Education District and keep records as required by law. 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 MN Stat. 123B.12~~shall be responsible for all disbursements and receipts~~;

e. The~~In addition to the duties usually ascribed to the office of Secretary, the~~ Executive Director shall administer and supervise the affairs of the Education District under the direction of the Board. The Executive Director working together with the Chair shall prepare the agenda for the meetings of the Education District Board. Such agenda shall be publicly posted on the online portal on the Education District website~~emailed/mailed, to the board members representing the district and the superintendents of the schools of each of the members' districts~~ at least 72 hours~~five days~~ prior to the regular meeting. Within five calendar days following the meeting of the Education District Board, the Executive Director or designee shall prepare and email~~/mail~~ to the board member representing each district and each~~the~~ superintendents of schools a summary~~a copy of the minutes~~ of the meeting of the Education District Board.

6. EDUCATION DISTRICT BOARD RESPONSIBILITIES. The responsibilities of the Education District Board shall be:

a. To provide for a thorough and continuing system of communicating with the school boards of each member district;

b. To employ an Executive Director who shall be appropriately licensed and who shall be responsible to the Education District Board for the administration of the educational programs. The Education District Board shall have the authority to employ other persons as deemed necessary;

c. To hold an annual organizational meeting in January of each year and regular meetings each month at a time and place agreed upon at the annual meeting. Special meetings of the Education District Board may be held upon the request of the Executive Director, the Chair, or upon the written request of two or more member districts;

d. To adopt bylaws to govern the operation of the Education District and its programs;

e. To establish a budget and an appropriate system of record keeping;

f. To adopt personnel policies and practices;

g. To organize and establish educational programs and services;

h. To annually report to member districts regarding programs and services provided by the Education District;

i. To establish advisory committees for each major program area or service provided.

7. <u>FISCAL RESPONSIBILITIES.</u>

a. The Education District Board shall have the power to contract with a member district to act as fiscal agent on behalf of the Education District. The fiscal agent must meet all legal requirements of member school districts.

b. The fiscal agent shall maintain records, disburse funds and accept receipts in accordance with the budget as recommended by the Education District Board.

8. <u>FINANCING OF THE EDUCATION DISTRICT.</u> The Education District Board or the designated fiscal agent in the name of the Education District Board of the Education District with Education District Board approval shall be empowered to finance the education program implemented pursuant to this Agreement as follows:

a. By applying for, receiving, and administering Federal and State Aids and reimbursements for programs carried out by the Education District;

b. By monthly payments from member districts as approved by the Education District Board;

c. By receiving grants and gifts;

d. Any new public charter school member shall pay an annual membership fee of $7,500 for the first three years and $3,000 thereafter; these fees shall not be billed back to any public school district.

9. PROGRAMS AND SERVICES.

a. Programs for students with disabilities will be coordinated. Shared services and staff will be used to service students with disabilities.

b. Gifted and talented programs will be offered for students in member districts.

c. Vocational educational programs will be coordinated for member districts as they pertain to Carl Perkins federal grants.

d. Career education will be supplemented by the Education District when deemed appropriate.

e. Title III/ML services will be coordinated for students in member districts.

f. SAAP will be coordinated for students in member districts.

g. Full time and supplemental online educational programming will be coordinated for students in member districts.

h. Joint research, evaluation, planning and program and/or staff development will be carried out by the Education District. Other services and programs will be considered as proposed by member districts.

i. Summer programs for special education, gifted, and other selected students will be carried out by the Education District when deemed appropriate.

j. Technology for education and related services will be explored and be employed whenever reasonable and agreed to for special instructional needs.

k. Improved learning will be an ongoing goal and function of the Education District.

l. Teachers and other staff vacancies and personnel policies will follow district contracts and be consistent with law.

m. Comprehensive planning will be an ongoing function and goal.

10. SEPARATE BENEFITS FOR MEMBER DISTRICTS. Nothing herein shall prevent any member district from applying separately for any benefit to which it may itself by entitled.

11. MEMBERSHIP. Membership in the Education District shall consist of those member districts listed on page one.

12. ADDITION OF MEMBER DISTRICTS. Any school district, whether or not an original signatory, may become a member upon application to the Education District Board, consent of the current member districts, a 2/3 majority and subscription to this agreement. Such application shall also agree to pay to the Education District a depreciated prorated cost for the real and personal property owned by the Education District, as of July 1 of membership entrance date—the cost of which, or any portion thereof, has been assessed against each of the members of the Education District, this amount shall be determined by records maintained. Before any member district is accepted into the Education District the total cost and fiscal responsibility shall be presented in writing to the district requesting membership. Public Charter School Members: Any public charter schools shall be billed for actual cost of service and the annual fee.

13. WITHDRAWAL OF MEMBER DISTRICTS.

a. All members of the Education District shall be bound by the terms of this agreement during any fiscal year in which it is a member. Any member district may withdraw from this agreement by giving notice of its intention to withdraw by December 31. Such withdrawal, however, shall become effective only on June 30 of the fiscal period in which the end of such six months' written notice occurs.

b. Upon termination of membership in this agreement, the terminating member district shall forfeit their proportionate share of current depreciated value of any real or personal property they helped purchase.

c. Notwithstanding the withdrawal, the withdrawing member district shall pay its proportionate share of any expenses which are certified to the withdrawing district prior to the effective date of its withdrawal.

14. DISSOLUTION OF THE EDUCATION DISTRICT. Should the Education District Board decide to dissolve, the dissolution shall comply with any and all applicable Minnesota statutes pertaining to such dissolution and all assets of the Education District shall be distributed to the districts which are members at the time of the dissolution on a proportionate basis to be determined by the Education District Board.

15. SAVING CLAUSE. Should any provision of this agreement be found unlawful, the other provisions of this agreement shall remain in full force and effect if by so doing the purpose of this agreement taken as a

whole can be made operative. Should any provisions be found unlawful, the School Boards of each participating district shall attempt to agree upon an amendment to this agreement to replace the unlawful part.

THIS AGREEMENT may be amended by a majority vote of the full membership of each school board.

THIS AGREEMENT shall become effective when executed by all of the parties hereto.

IN WITNESS WHEREOF, the parties through their respective chair and clerks of each individual member district have caused this instrument to be executed pursuant to authority of the Board of Education of each district.

Goodhue County Education District #6051
Red Wing, Minnesota

By ______________________________ ____________
Chair Date

By ______________________________ ____________
Clerk Date

Goodhue County Education District Bylaws

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

Adopted: October 8, 1990

Revised: September 18, 1997
Revised: July 21, 1998
Revised: March 27, 2003
Revised: February 24, 2004
Revised: September 12, 2006
Revised: December 6, 2007
Revised: May 27, 2010
Revised: August 27, 2015
Revised: April 22, 2020
Revised: TBD

ARTICLE I
NAME OF THE ORGANIZATION

The name of the organization shall be the Goodhue County Education District.

ARTICLE II
AUTHORIZATION

The establishment of this organization is provided for under MN~~Minn.~~ Statute~~Stat.~~ 123A.15-123A.19, 123A.24, 123A.27, 123A.33 and 122A.54~~,. Education District Establishment~~. The powers and responsibilities, which are delegated to the Education District are those embodied in the Agreement for the Goodhue County Education District dated June 27, 1990.

ARTICLE III
MEMBERSHIP

The membership of the Education District shall consist of one (1) elected member of the school board of each member district. A vacancy shall be filled by appointment from the local school board. In the event of a temporary absence, a Goodhue County Education District Board Member may appoint a designee from his/her Board for that meeting. Each Goodhue County Education District Board Member shall have one (1) vote.

ARTICLE IV
OFFICERS

Section 1 The officers of the Education District shall be those provided for in the Agreement:

a. Chair
b. Vice-Chair
c. ~~Treasurer~~ Clerk
d. Treasurer

Section 2 Board officers shall have the parliamentary duties usually ascribed to such offices as well as those specifically assigned below and in GCED Board Policy 202.

a. The chair conducts the meetings, executes undertakings ordered and directed by the board and is the official representative of the board in all matters relating to the Education District.

b. The vice-chair acts in the temporary absence of the chair and has all the powers of the chair during the latter's absence.

c. The clerk shall assure a record is kept of all meetings and that all Education District expenses are reviewed by the board. The clerk shall also draw and sign all orders for payment and shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

d. The treasurer ~~Clerk~~ is to receive, deposit and disburse all funds of the Education District and keep records as required by law. 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 MN Stat. 123B.12.

Section 3 The duties of the Executive Director of the Education District include:

a. To prepare, together with the Chair, an agenda for each meeting of the Education District Board which shall be shared publicly through the online portal on the Education District website~~with Superintendents and Board Members~~ at least 72 hours~~five days~~ prior to the meeting.

b. At least 72 hours~~five days~~ prior to the meeting of the Education District Board, minutes of the previous meeting will be made available to the public through the online portal on the Education District website~~each Superintendent of Schools and the representative of each school board~~.

ARTICLE V
ELECTION OF OFFICERS

Section 1 An annual organizational meeting shall be held in January. The Education District shall elect its officers for the year as one of the items of business and said officers shall assume their duties immediately.

Section 2 Nominations for officers shall be made from the floor at the annual organizational meeting at which officers are to be elected and the election of the officers shall follow immediately.

Section 3 A candidate receiving a majority vote of those present at the annual meeting shall be declared elected and shall serve for the year or until his/her successor is qualified.

Section 4 Vacancies shall be filled by appointment by the school board of the member district whose seat is vacant.

ARTICLE VI
MEETINGS

Section 1 Date, time and place of regularly scheduled meetings shall be determined at the annual meeting held in January. In the event of a conflict with holidays or other events, a majority at any meeting may change the date and /or place of such meetings.

Section 2 A quorum shall consist of four (4) of the full voting memberships of the Education District and members must be present at the meeting to vote. When a quorum is present an unanimous vote is required for any authority for the action of the Education District. In all other situations, a simple majority of the members present will be required for any action of the Education District. In the event that a simple majority or a quorum is not present, the members present will be allowed to decide to take action on specific items pending a subsequent phone call approval made to absent Board members.

Section 3 Special meetings of the Education District may be called by the chair, or by representatives of two (2) member districts acting together, for a specified purpose. In such an event, the Executive Director must give at least three (3) days notice by email of the special meeting, which notice shall state the purpose, the time and the place of the meeting. The receipt of such notice shall be acknowledged or the member's school district shall be contacted.

Section 4 Emergency meetings of the Education District may be called because of circumstances that, in the judgement of the school board, require immediate consideration. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board. Public notice should be attempted after school board members have been informed. Published notices are not required.

Section 4 No change of bylaws, or hearing on charges for removal of a board officer, or a proposal for filling a vacancy in the Education District Board's office shall be in order at any meeting, regular or special, unless notice that such matter to be considered, is placed on agenda for a specified meeting and is emailed to each member at least five (5) days prior to such meeting. No action on Section 4 items may be taken at any meeting, regular or special, unless all members are represented and such representatives agree to act.

Section 5 All meetings at which official action is taken shall be open to the general public per the Open Meeting Law.

Section 6 Roberts Rules of Order shall govern the proceedings of meetings of the Education District, unless a specific directive appears in the Agreement or in these Bylaws.

ARTICLE VII
ORDER OF BUSINESS

Section 1 The order of business at regular meetings shall be:

a. Roll Call
b. Approval of minutes of previous meeting

c. Approval/revision of agenda
d. Public comments limited to three (3)~~five~~ minutes per person
e. Approval of bills
f. Reports and communications
g. Old business
h. New business
i. Comments from the Board and/or Director
j. Adjournment

ARTICLE VIII
FISCAL AFFAIRS

Section 1 Any district appointed as fiscal agent shall handle all fiscal affairs of the Education District and reports shall be made by them at the discretion of the Education District.

Section 2 The cost of services by the Education District staff will be billed monthly in advance to member schools if necessary as determined by the Education District Board of the Education District.

Section 3 All special state and federal aid earned by the operation of the Education District shall be paid to the Education District. All such aids shall be credited to the program for which they were earned and shall be used to reduce the user's pro rata cost, if any.

Section 4 Capital purchases exceeding 10% of the Education District revenue collected in that school year must have board approval.

Section 5 An inventory of all non-consumable items purchased by the Education District shall be kept and updated annually.

Section 6 A depreciated fixed asset Inventory shall be established to determine the entry cost for new members. Items costing over $10,000~~$1,500~~ shall be included on the inventory. These items shall be depreciated over their useful life using the straight line method and the half year convention.

Section 7 Travel expenses incurred when an Education District staff member travels from his/her assigned building to a member district shall be paid by the Education District at a mileage rate to be set by the Education District.

Section 8 The Education District shall pay to any fiscal agent a sum agreed upon by the Education District and the fiscal agent for administrative costs.

Section 9 The Executive Director of the Education District shall prepare for the May meeting of the Education District a preliminary annual operating budget for the upcoming fiscal year. Such a budget shall be presented to the Education District for its adoption no later than the June Education District Board meeting.

Section 10 If a member of a district wishes to terminate or decrease services, that district would need to notify the Education District Board by December 31st of the preceding year.

Section 11 Education District Board members will receive reimbursement for travel expenses.

ARTICLE IX
HIRING

Section 1 Hiring of personnel by the Education District will follow this procedure:

a. P~~All p~~ositions for programs administered by the Education District will be approved by the Education District.

b. The Executive Director and/or other District personnel will recruit and interview prospective candidates.

c. Interviews with Superintendents and/or other district personnel may be arranged.

d. All employment contracts will be issued by the Education District after approval by the Education District.

Section 2 All certified and non-certified personnel employed by the Education District shall be employed under the terms of any master contracts or agreements in force in the Education District.

Section 3 The assistance of the supervisors and directors employed by the Education District shall be available to all members of the Education District for administration, including the preparation and filing of reports, in such areas as such supervisors and directors may qualify and that the Education District shall direct.

Section 4 The Education District shall hire employees in a manner prescribed by statute for independent school districts.

ARTICLE X
AMENDMENTS

These Bylaws may be amended by a majority vote of the entire Education District.

Written notice of a proposed Bylaw change, including the specific language of the proposed change, shall be sent to all board members of the Education District reasonably in advance of any meeting where a proposed revision to the Bylaws will be presented for a vote.

IN WITNESS WHEREOF, the parties through their representation to the Education District Board have caused this instrument to be executed pursuant to the authority of the Education District as stated in the Education District Agreement.

Adopted this date: October 8th, 1990

Revised: September 18, 1997
July 21, 1998
March 27, 2003
February 24, 2004
September 12, 2006
December 6, 2007
May 27, 2010
August 27, 2015
April 22, 2020
TBD

Vice Chair Goodhue County Education District Board	Chair Goodhue County Education District Board

3535.9910 STATEMENT OF COMPLIANCE.

Assurance of Compliance with State and Federal Law

Prohibiting Discrimination

Name of School District

The undersigned hereby affirm that the above named school district is in compliance with the following state and federal laws prohibiting discrimination:

1. Minnesota Statutes, section 363A.13, Minnesota Human Rights Act, which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, or disability.

2. Title VI of the Civil Rights Act of 1964 (Public Law 88-352), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.

3. Title VII of the Civil Rights Act of 1964 (Public Law 88-352), as amended by the Equal Employment Opportunity Act of 1972 (Public Law 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.

4. Title IX of the Education Amendments of 1972 (Public Law 92-318), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.

5. The Age Discrimination in Employment Act of 1967 (Public Law 90-202), which prohibits discrimination on the basis of age (40 through 64).

6. Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.

7. Part 3500.0500, curriculum, which provides that "No school shall provide any course or activity on the basis of sex. This includes health, physical education, home economics, and industrial education."

8. Parts 3535.0200 to 3535.2200, relating to equality of educational opportunity and school desegregation.

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discount, or other federal and state financial assistance extended after the date hereof to the district by the Department of Health, Education, and Welfare and the Department of Education including installment payments after such date on applications for federal financial assistance and state aid allotments which were approved before such date. The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statutes, section 127A.42, subdivision 3, and agreements made in this assurance. This assurance is binding on the district and the person or persons whose signatures appear below and who are authorized to sign this assurance on behalf of the district.

The attached form, Information Needed to Evidence Compliance, with this assurance statement is made a part thereof.

Dated ______________________ By ______________________

(School Superintendent)

By ______________________

(President or Chair of School Board)

By ______________________

(Clerk of School Board)

Statutory Authority: *MS s 124.15*

History: *17 SR 1279; L 1995 1Sp3 art 16 s 13; L 2003 c 130 s 12*

Published Electronically: *September 26, 2007*

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget,
Paperwork Reduction Project (0348-0046), Washington, DC 20503

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Organization: ______________________________

Street address: ______________________________

City, State, Zip: ______________________________

____
CERTIFIED BY: (type or print)

____
TITLE:

______________________________ (signature) ______________ (date)

Approved by OMB

0348-0046

Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<table>
<tr>
<td colspan="2">1. Type of Federal Action:
a. contract
____ b. grant
c. cooperative agreement
d. loan
e. loan guarantee
f. loan insurance</td>
<td colspan="2">2. Status of Federal Action:
a. bid/offer/application
_____ b. initial award
c. post-award</td>
<td colspan="2">3. Report Type:
a. initial filing
_____ b. material change

For material change only:
Year _______ quarter _______
Date of last report__________</td>
</tr>
<tr>
<td colspan="3">4. Name and Address of Reporting Entity:
____ Prime _____ Subawardee
Tier______, if Known:

Congressional District, if known:</td>
<td colspan="3">5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:

Congressional District, if known:</td>
</tr>
<tr>
<td colspan="3">6. Federal Department/Agency:</td>
<td colspan="3">7. Federal Program Name/Description:

CFDA Number, if applicable: _______________</td>
</tr>
<tr>
<td colspan="3">8. Federal Action Number, if known:</td>
<td colspan="3">9. Award Amount, if known:

$</td>
</tr>
<tr>
<td colspan="3">10. a. Name and Address of Lobbying Registrant
(if individual, last name, first name, MI):</td>
<td colspan="3">b. Individuals Performing Services (including address if different from No. 10a)
(last name, first name, MI):</td>
</tr>
<tr>
<td colspan="3">11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.</td>
<td colspan="3">Signature: ______________________________

Print Name:______________________________

Title:__________________________________

Telephone No.: ______________ Date: _______</td>
</tr>
<tr>
<td colspan="3">Federal Use Only</td>
<td colspan="3">Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)</td>
</tr>
</table>

3535.9910 STATEMENT OF COMPLIANCE.

Assurance of Compliance with State and Federal Law

Prohibiting Discrimination

Goodhue Education District

The undersigned hereby affirm that the above named education district is in compliance with the following state and federal laws prohibiting discrimination:

1. Minnesota Statutes, section 363A.13, Minnesota Human Rights Act, which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, or disability.

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3. Title VII of the Civil Rights Act of 1964 (Public Law 88-352), as amended by the Equal Employment Opportunity Act of 1972 (Public Law 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.

4. Title IX of the Education Amendments of 1972 (Public Law 92-318), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.

5. The Age Discrimination in Employment Act of 1967 (Public Law 90-202), which prohibits discrimination on the basis of age (40 through 64).

6. Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.

7. Part 3500.0500, curriculum, which provides that "No school shall provide any course or activity on the basis of sex. This includes health, physical education, home economics, and industrial education."

8. Parts 3535.0200 to 3535.2200, relating to equality of educational opportunity and school desegregation.

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discount, or other federal and state financial assistance extended after the date hereof to the district by the Department of Health, Education, and Welfare and the Department of Education including installment payments after such date on applications for federal financial assistance and state aid allotments which were approved before such date. The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statutes, section 127A.42, subdivision 3, and agreements made in this assurance. This assurance is binding on the district and the person or persons whose signatures appear below and who are authorized to sign this assurance on behalf of the district.

The attached form, Information Needed to Evidence Compliance, with this assurance statement is made a part thereof.

Dated December 7, 2022 By ______________________
(Education District Director)

By ______________________
(Chair of School Board)

By ______________________
(Clerk of School Board)

Statutory Authority: *MS s 124.15*

History: *17 SR 1279; L 1995 1Sp3 art 16 s 13; L 2003 c 130 s 12*

Published Electronically: *September 26, 2007*

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Organization: ______________________________

Street address: ______________________________

City, State, Zip: ______________________________

____
CERTIFIED BY: (type or print)

____
TITLE:

______________________________ ______________
(signature) (date)

Approved by OMB

0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: ____ a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	**2. Status of Federal Action:** ____ a. bid/offer/application b. initial award c. post-award	**3. Report Type:** ____ a. initial filing b. material change **For material change only:** Year _______ quarter _______ Date of last report__________

4. Name and Address of Reporting Entity: ____ Prime ____ Subawardee Tier______, if Known: **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is Subawardee,** Enter Name and Address of Prime: **Congressional District, if known:**
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, *if applicable*: _________________
8. Federal Action Number, *if known:*	**9. Award Amount,** *if known:* **$**
10. a. Name and Address of Lobbying Registrant *(if individual, last name, first name, MI):*	**b. Individuals Performing Services** *(including address if different from No. 10a)* *(last name, first name, MI):*
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	**Signature:** ______________________________ **Print Name:**____________________________ **Title:**________________________________ **Telephone No.:** ______________ **Date:** ______
Federal Use Only	**Authorized for Local Reproduction** **Standard Form - LLL (Rev. 7-97)**

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.

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. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

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

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the 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, Minnesota Statutes, sections 121A.40-121A.56.

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

III. DEFINITIONS

A. "Non Exclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Non Exclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a education district administrator or district administrator and a pupil's parent to withdraw a student from the education district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The education district board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include non exclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the education district for the education of the pupil during the dismissal period.

C. The education district is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the education district or is awaiting enrollment in a new district, the education district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The education district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

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

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

V. AREAS OF RESPONSIBILITY

A. <u>The Education district Board</u>. The education district board holds all education district personnel responsible for the maintenance of order within the education district and supports all personnel acting within the framework of this discipline policy.

B. <u>Executive director</u>. The executive director shall establish guidelines and directives to carry out this policy, hold all education district personnel, students, and parents responsible for conforming to this policy, and support all education district personnel performing their duties within the framework of this policy. The executive director shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the education district board for approval and shall be attached as an addendum to this policy.

C. <u>Principal</u>. The education district principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final education district board approval. The principal shall give direction and support to all education district personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

D. <u>Teachers</u>. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

E. <u>Other Education District Personnel</u>. All education district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the executive director. An education district employee, school bus driver, or other agent of an education district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose for Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, sections 626.8482, subdivision 1, paragraph 2 is not an education district employee or agent of the education district

F. <u>Parents or Legal Guardians</u>. 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. <u>Students</u>. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. <u>Community Members</u>. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. <u>Reasonable Force Reports</u>

1. The education district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent

imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the education district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

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

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the education district’s property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable education district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the education district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and education district property or property immediately adjacent to school grounds; education district-sponsored activities or trips; school bus stops; school buses, education district vehicles, education district contracted vehicles, or any other vehicles approved for education district purposes; the area of entrance or departure from education district premises or events; and all education district-related functions, education district-sponsored activities, events, or trips. Education district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the education district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the education district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of education district property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the education district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the education district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the education district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing

prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the education district’s Weapons Policy;

14. Violation of the education district’s Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the education district’s Internet Acceptable Use and Safety Policy;

22. Use of a cell phone in violation of the education district’s Internet Acceptable Use and Safety Policy;

23. Violation of school bus or transportation rules or the education district’s Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on education district property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the education district’s Search of Student Lockers, Desks, Personal Possessions, and Student’s Person Policy;

27. Violation of the education district’s Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the education district’s Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety

or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the education district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other education district personnel;

36. Violation of the education district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other education district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to education district property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the education district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the education district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the education district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, education district personnel or surrounding persons, or which

violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the education district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The education district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other education district staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The education district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The education district must not withhold recess from a student based on incomplete schoolwork.

E. The education district must require education district staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The education district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The education district is encouraged to use the data in professional development promoting the use of non exclusionary discipline.

G. The education district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

A. Student conference with teacher, principal, counselor, or other education district personnel, and verbal warning;

B. Confiscation by education district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any education district policy, rule, regulation, procedure, or state or federal law. If confiscated by the education district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the education district.

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including education district employees, the student or other students, or the property of the education district ;

3. Willful violation of any education district rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

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

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

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

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

[Note: The following Sections C. - J. must be developed and inserted by each education district based upon individual district practices, procedures, and preferences. Education districts may consider developing and inserting procedures identified in Sections K-N.]

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

1. Specify procedures to remove a student from a class to be followed by a teacher, education district administrator, or other education district employee;

2. Specify required approvals necessary;

3. Specify paperwork and reporting procedures.

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class.

1. Designation of where student is to go when removed;

2. Designation of how student is to get to designated destination;

3. Whether student must be accompanied;

4. *Statement of what student is to do when and while removed;*

5. *Designation of who has control over and responsibility for student after removal from class.*

F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.

1. *Specification of procedures;*

2. *Actions or approvals required such as notes, conferences, readmission plans.*

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

1. *Specification of Procedures;*

2. *Actions or approvals required, such as notes, conferences, readmission plans.*

H. 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.*

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

1. *Establishment of a chemical abuse pre assessment team pursuant to Minnesota Statutes, section 121A.26;*

2. *Establishment of teacher reporting procedures to the chemical abuse pre assessment team pursuant to Minnesota StatutesN section 121A.29.*

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

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

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

M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services; and

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the Education district 's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031.

O. Unscheduled Student Removal From Class

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult

with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]

XII. DISMISSAL

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

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

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

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

1. Willful violation of any reasonable education district board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of education district personnel to perform their duties, or education district sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including education district employees, or property of the education district.

C. Disciplinary Dismissals Prohibited

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

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

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the education district administration, under rules promulgated by the education district board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the executive director with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. Education district administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The education district principal or other person having administrative control of the education district building or program is encouraged to designate a district or education district employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the education district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. 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.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the

child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The education district administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a education district administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After education district administration notifies a student of the grounds for suspension, education district administration may, instead of imposing the suspension, do one or more of the following:

    a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

    b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

    c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The education district administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

12. Notwithstanding the foregoing provisions, the student may be suspended pending the education district board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

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

2. "Exclusion" means an action taken by the education district board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the education district board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the 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, Minnesota Statutes, sections 121A.40-121A.56; describe the non exclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The education district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the education district, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The education district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The education district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The education district board may appoint an attorney to represent the education district in any proceeding.

10. If the student designates a representative other than the parent or guardian,

the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the education district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all education district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any education district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the education district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the education district board and served upon the parties within two (2) days after the close of the hearing.

17. The education district board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The education district board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the education district board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the education district board may appeal the decision to the Commissioner within twenty-one (21) calendar days of education district board action pursuant to Minnesota Statutes section 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, an 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.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

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

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

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

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the 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 and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

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; Vaping Awareness and prevention Instruction)
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)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

NOTICE OF SUSPENSION

(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:

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

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[NOTE: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The education district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The education district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 (MGDPA), and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the education district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 13D.02, subdivision 8, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the education district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the education district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the education district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

The individual designated by the education district board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the education district board, the responsible authority is the executive director.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes, section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

   a. Date the request is made;

   b. A clear description of the data requested;

   c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

   d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the education district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

   a. The requested data does not exist; or

   b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority shall inform the requestor of the determination either orally or in writing at the time of the request, or in writing as soon after that time as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the denial was based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c. If the education district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five (5) business days of the notification, the education district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

¶

~~**[NOTE: The 2025 Minnesota legislature enacted Subparagraph C.]**~~¶

2. The education district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The education district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The education district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the education district does not keep the data in that form or arrangement.

5. The education district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The education district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the education district begins to prepare the summary data.

VI. DATA ~~BY~~ABOUT AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the education district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within thirty (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the education district may retain a copy of the Commissioner's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. The education district's Protection and Privacy of Pupil Records policy addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The education district will charge for copies provided as follows:

a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.

b. More than one hundred (100) pages or copies of other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the education district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the education district to an outside vendor will be charged.

2. All charges must be paid for in cash or by check in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The education district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the education district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The education district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

   The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

   The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule, 1205.0300, subpart 4, the education district determines that a reasonable fee would be the charges set forth in Paragraph VIII.A of this policy that apply to requests for data by the public.

2. The education district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Safe at Home Participants and Data Privacy

Prohibition of Discrimination

The education district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

A. refuse to provide education services to an individual;

B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or

C. otherwise discriminate against an individual.

X. Annual Review and Posting

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the education district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the education district that is easily accessible to the public or by posting them on the education district's website.

Data Practices Contacts

Responsible Authority:
Cheryl Johnson, Executive Director
River Bluff Education District, Goodhue County Education District
395 Guernsey Lane
Red Wing, MN 55066
651-388-4441 cjohnson@gced.k12.mn.us

Data Practices Compliance Official:
Cheryl Johnson, Executive Director
River Bluff Education District, Goodhue County Education District
395 Guernsey Lane
Red Wing, MN 55066
651-388-4441 cjohnson@gced.k12.mn.us

Data Practices Designee(s):
Lisa Banks, Administrative Assistant
River Bluff Education District, Goodhue County Education District
395 Guernsey Lane
Red Wing, MN 55066
651-388-4441 lbanks@gced.k12.mn.us

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources:
MN Department of Administration: *Actual Cost*
MN Department of Administration: *Copy Costs*
MN Department of Administration: *Education Data*

Adopted: 08/28/05 | *MSBA/MASA Model Policy 806*
Orig. 1999
Revised: TBD | *Rev. 2026*

806 CRISIS MANAGEMENT POLICY

[NOTE: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for education district and building administrators, school employees, students, education district board members, and community members to address a wide range of potential crisis situations in the education district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the education district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The education district will, to the extent possible, engage in ongoing emergency planning within the education district and with emergency responders and other relevant community organizations. The education district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to education district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The education district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The education district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the education district board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the education district board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the education district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

b. Evacuation Procedures

Evacuations of classrooms and buildings–shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[NOTE: Minnesota law requires a minimum of five school fire

drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section121A.035.]

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board "may adopt the model cardiac emergency response plan provided by" the Commissioner. See Resources below. ~~(as of June 4, 2024, a response plan is not yet available.~~]

3. Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the education district office, or in a secondary location in single building school districts.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the education district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the education district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least fifty (50) feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[NOTE: Evacuation areas at least fifty (50) feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary

emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

   [NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

   [NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

7. The education district will have prearranged sites for emergency sheltering and transportation as needed.

8. The education district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The education district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

   [NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the education district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[NOTE: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or

legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the education district office, or at a secondary location for single building school districts and will be updated annually.

Education district employees will receive training on how to make emergency contacts, including 911 calls, when the education district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

Education district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

E. Warning and Notification Systems

The education district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The education district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The executive director will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

G. Media Procedures

The executive director has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The executive director will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the executive director or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

   a. a statistically significant effect on relevant outcomes based on any of the following:

      i. strong evidence from one or more well designed and well implemented experimental studies;

      ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

      iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.

   b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. <u>Criteria</u>

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2 developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The education district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least twenty-four (24) hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. An education district conducting an active shooter drill must provide students in middle school and high school at least one (1) hour, or one (1) standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

b. the importance of taking threats seriously and seeking help; and

c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]

3. An education district must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

a. student opportunities for leadership related to prevention and safety;

b. encouragement and support to students in establishing clubs and programs focused on safety; and

c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. <u>Board Meeting</u>

At a regularly scheduled education district board meeting, a board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the education district board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

E. Fight/Disturbance

F. Assault

G. Intruder

H. Weapons

I. Shooting

J. Hostage

K. Bomb Threat

L. Chemical or Biological Threat

M. Checklist for Telephone Threats

N. Demonstration

O. Suicide

P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation

S. Media Procedures

T. Post-Crisis Procedures

U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The education district shall implement procedures mandating visitor sign in and visitors in school buildings pursuant to the education district's~~. See MSBA/MASA Model Policy 903 (~~Visitors to Education District Buildings and Sites policy~~)~~.

The education district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The education district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the education district.

[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites

Resources: MDE: Model Cardiac Emergency Response Plan [Rev. 11/25] (accessed 03/10/26)
MN Department of Public Safety: School Safety Resources (accessed 03/10/26)

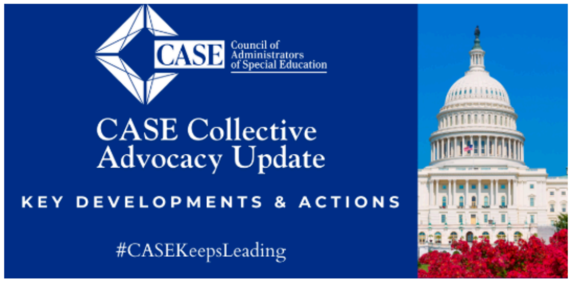
[NOTE: The Minnesota Department of Public Safety has the following on its website:

Comprehensive school safety guide
The Minnesota Department of Homeland Security Emergency Management offers valuable guidance for school emergency planning. While the MnSSC Comprehensive School Safety Guide is being updated, we encourage you to explore resources from our partners at SchoolSafety.gov. Their Foundation Elements of School Safety can serve as a helpful framework for your planning efforts.]

U.S. Department of Education: Practical Information on Crisis Planning: A Guide for Schools and Communities [January 2007] (accessed 03/10/26)
I Love U Guys Foundation, Standard Response Protocol (accessed 03/10/26)
Safe and Sound Schools (accessed 03/10/26)

CASE Collective FREE Webinars

Leading in Light of Current Circumstances



This free session is set to be a dynamic exploration of the evolving landscape of public and special education policy. With **Abe Saffer, CASE's Director of Government Relations**, participants will gain knowledge of how federal policies are shaping the future of education and impacting students with disabilities, including ongoing national conversations about the structure and administration of the Office of Special Education and Rehabilitative Services (OSERS) and the Offie of Civil Rights (OCR) enforcement within the U.S. Department of Education.

Participants will have the opportunity to share concerns, ask pressing questions, and gain insights tailored to the challenges and opportunities in their district. Whether you are looking to stay ahead of policy changes or seeking guidance to strengthen your advocacy efforts, this session is designed for leaders committed to advancing equity and excellence in special education.

The Move of OSERS to the Department of Health and Human Services

July 30, 2026 at 4:30 PM (Central)

The landscape of special education is changing—and strong leadership has never been more important.

Join CASE leadership for a timely update on the transition of the Office of Special Education and Rehabilitative Services (OSERS) to the Department of Health and Human Services (HHS). Hear the latest advocacy developments, including key takeaways from the 2026 Special Education Legislative Summit, and gain insights into what these federal changes could mean for special education leaders, schools, and students.

Leave with a clearer understanding of the evolving federal landscape, practical strategies for leading your team through uncertainty, and actionable steps you can take to advocate for students and prepare for a successful 2026-27 school year.

Panelists:
Abe Saffer, CASE Director of Government Relations (Washington D.C.)
Cherie Johnson, CASE Policy and Legislative Chair (MN)
Phyllis Wolfram, CASE Executive Director

July 30, 2026	**4:30-5:30PM (CST)**	Register Here
August 10, 2026	**4:30-5:30PM (CST)**	Register Here

The Move of OCR to the Department of Justice

August 10, 2026 at 4:30 PM (Central)

The federal landscape for education is shifting—and staying informed is essential for every special education leader.

Join CASE Leadership and ***Julie Weatherly, Esq.****, for a timely discussion on the transition of the Office for Civil Rights (OCR) to the Department of Justice (DOJ). Explore what this significant change could mean for schools, compliance, and the protection of students' civil rights.*
You'll gain the latest updates, hear expert legal insights, and leave with practical guidance for navigating the evolving federal landscape. Learn how to proactively safeguard students' rights, support your district, and lead with confidence as you prepare for the 2026-27 school year.

Don't miss this opportunity to stay ahead of the changes and strengthen your leadership during a pivotal time for special education.

Panelists:
Abe Saffer, CASE Director of Government Relations (Washington D.C.)
Julie Weatherly, Esq.
Phyllis Wolfram, CASE Executive Director

What Could Federal Changes Mean for Minnesota Special Education?

June 26, 2026

Posted By: **Cherie L Johnson** Federal Policy (/news/federal-policy), MASE News (/news/mase-news)

The recent announcement from the U.S. Department of Education to move special education and civil rights functions to other federal agencies has prompted questions from educators, administrators, and families across Minnesota. While many details remain uncertain, it is important for special education leaders to understand what these changes could mean for our state and local school districts.

First and foremost, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA) remain federal law. School districts would continue to be responsible for providing a free appropriate public education (FAPE), implementing individualized education programs (IEPs), educating students in the least restrictive environment (LRE), and protecting the procedural safeguards afforded to students and families.

What Has Not Changed

- IDEA remains federal law.
- FAPE remains required.
- IEPs remain required.
- Section 504 protections remain in effect.
- District compliance obligations remain unchanged.

The larger question is not whether these responsibilities remain in place—they do. The question is how the federal infrastructure that supports implementation, accountability, and continuous improvement might change.

The Role of Federal Leadership

For the past 50 years, the Office of Special Education Programs (OSEP) within the U.S. Department of Education has provided leadership and oversight for IDEA implementation. OSEP administers IDEA funding, monitors state compliance, oversees State Performance Plans and Annual Performance Reports, funds technical assistance centers, supports personnel preparation programs, and provides guidance to states and school districts.

These activities are often invisible to local educators, yet they form the foundation of the national special education system. They help ensure that students with disabilities receive consistent protections and opportunities, regardless of where they live.

Potential Impacts on Minnesota

If federal special education responsibilities are transferred or significantly restructured, Minnesota could experience several impacts.

Increased Responsibility for the Minnesota Department of Education

Minnesota relies heavily on federal guidance and oversight related to IDEA implementation. A reduction in federal expertise or staffing could require the Minnesota Department of Education (MDE) to assume a greater role in interpreting regulations, developing guidance, supporting districts, and ensuring consistency across the state.

This could cause increased demands on state resources and longer timelines for resolving emerging questions and challenges.

Greater Variability across States and Districts

One of the primary purposes of IDEA was to establish a national framework of protections and expectations for students with disabilities. Federal oversight helps ensure consistency in areas such as evaluations, service delivery, procedural safeguards, and accountability.

If federal guidance and monitoring become less robust, implementation may become more variable across states and potentially across districts. Smaller districts and rural communities could be particularly affected because they often rely on shared expertise and regional support systems.

Changes in Civil Rights Enforcement

Proposals to move civil rights enforcement responsibilities outside the Department of Education could alter how disability discrimination complaints are addressed.

Historically, the Office for Civil Rights (OCR) has provided an education-focused approach to resolving concerns related to Section 504 and disability discrimination. Changes in enforcement structures could result in different complaint processes, longer timelines, or a greater emphasis on legal proceedings rather than technical assistance and early resolution.

Impacts on Technical Assistance and Professional Learning

Federal discretionary grants support many of the technical assistance centers, parent training organizations, personnel preparation programs, and research initiatives that benefit states and local districts.

Minnesota educators regularly benefit from these investments through professional development opportunities, evidence-based practices, leadership development, and implementation supports. Any disruption to these systems could place greater responsibility on state agencies, professional organizations, cooperatives, and local districts to fill those gaps.

Why This Matters for Minnesota Leaders

Minnesota's special education system is facing significant challenges, including workforce shortages, increasing student mental health needs, rising service costs, and ongoing compliance responsibilities. During periods of change, strong collaboration among local districts, cooperatives, professional associations, MDE, and federal partners becomes even more important.

As discussions continue at the federal level, Minnesota leaders may wish to focus on several key questions:

- How will students' rights and protections be preserved?
- How will states receive guidance and technical assistance?
- How will accountability and monitoring responsibilities be maintained?
- How will personnel preparation and workforce development efforts continue?
- How will families access civil rights protections and dispute resolution supports?

Looking Ahead

Regardless of future organizational changes at the federal level, Minnesota schools remain committed to serving students with disabilities and ensuring that every learner has access to the supports and services they need to succeed.

The discussion about the future of federal education leadership is ultimately about more than funding. It is about maintaining the systems, expertise, accountability, and protections that support high-quality special education services for students and families across Minnesota.

Moving the functions of the U.S. Department of Education (DOE) does not remove state obligations under IDEA and Section 504; *it risks removing the federal education-specific infrastructure that helps states and districts meet those obligations consistently and effectively.*

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Our Mission

MASE builds strong leaders who work on behalf of students with disabilities.

MASE FAQs (/faqs)

X. **Next Meeting Date: August 6, 2026, at the River Bluff Education Center in Red Wing.**

XI. **Adjournment**