



AGENDA
REGULAR MEETING
ROYALTON BOARD OF EDUCATION
ECC RM PK 15
120 SOUTH HAWTHORN STREET
ROYALTON, MN 56373
MARCH 28, 2022
6:00 PM

1. **Call to Order**
2. **Pledge to Flag**
3. **Roll Call**
4. **Board Chair Comment**
5. **Approval of Agenda**
6. **Appreciation, Recognition and Presentations** **3**
7. **Recognition of Citizens for Input Purposes**
8. **Reports/News**
 - a. Board Committee Report
 - b. Superintendent Report
 - c. Business Manager Report 4
 - d. Principal Report 14
9. **Consent Agenda Approval**

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

 - a. Approval of Regular Board Meeting Minutes for February 28, 2022 15
 - b. Approval of Work Session Meeting Minutes for March 14, 2022 21
 - c. Claims, Accounts and Financial
Approve accounts payable and receivables, and employee reimbursements as attached and approve all other financial reports as presented.
 - d. Approval of Resignations 22
 - e. Approval of New Hires 23

The Royalton School Board will approve the following hires based upon the findings of each individual's background check, licensure status, and discipline report from the MN Department of Education.
10. **Discussion/Information/Action Items** 24
 - a. Approval of Donations by Resolution
 - b. Authorize Signers for Pine Country Bank
Update authorized signers on the District's Official Depository Accounts, and all certificates of deposit removing Randy Hackett, prior School Board Chair, and Tyra Baumann, prior School Board Treasurer effective March 28, 2022, and adding Russ Gerads, School Board Chair, and Angela Roering, School Board Treasurer, as authorized signers on behalf of the District effective March 28,

2022. Rian Hofstad, School Board Clerk, and Scott Marine, Business Manager, shall continue to be authorized signers on behalf of the District.	
c. Senior Class Trip	26
d. Non Union Contract	
e. Revised Budget	27
f. Make-up Day for Teachers	34
g. Strategic Planning	39
h. Ask to move Truth-and-Taxation hearing and Regular Board Meeting from Monday, December 12, 2022 to Tuesday, December 13, 2022.	
i. Policy Reading	
1. First Policy Reading	57
413 - Harassment and Violence	
491 - Vaccination, Testing, and Face Covering	
714 - Fund Balance	
2. Second Policy Reading	83
522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process	
525 - Violence Prevention	
3. Approval of Second Policy Reading (final reading due to minor changes)	108
806 - Crisis Management Policy	
j. Amended to add RESP Contract	
11. Upcoming Meeting Schedule	
1. Wednesday, April 13th, 9:00 AM Policy Meeting	
2. Tuesday, April 19th, 12:00 PM Finance Meeting	
3. Monday, April 25th, 6:00 PM Regular Board Meeting	
12. Close meeting for Labor Negotiation Strategies as permitted by MN Statute Section 13D.03	
13. Adjournment	

Recognition 03.28.22

Wrestling Team

BPA Students

Band for their Superior Rating

FY22 February Budget Update



A LOOK
at the
BUDGET

ENROLLMENT

- Original Adopted Budget: 920
- Enrollment as of: 12/08 – 922, 1/12 – 922, 2/14 – 922
- Using end of FY21 Data

REVENUES

ROYALTON - THRU FEB 2022

REVENUE CATEGORIES			February 28, February 28, February 28,									
	June 30, 2020	June 30, 2021	Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	February 28, 2021	February 28, 2020
STATE	8,931,669	8,485,614	8,785,179	9,263,808	5,237,401	3,547,778	59.62%	53.46%	53.36%	700,763	4,536,637	4,766,118
FEDERAL	139,409	562,863	1,041,984	859,127	253,501	788,483	24.33%	64.30%	28.00%	(108,409)	361,910	39,038
PROPERTY TAXES	572,195	707,849	684,800	188,651	1,643	683,157	0.24%	91.58%	89.03%	(646,611)	648,255	509,453
LOCAL SALES, INS RECOVERY & JUDGEMENTS	75,449	16,885	40,400	43,382	44,426	(4,026)	109.97%	79.85%	100.22%	30,945	13,482	75,618
SALE OF BONDS & LOANS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	308,411	193,806	296,079	343,776	255,243	40,836	86.21%	66.72%	83.29%	125,931	129,312	256,868
TOTALS	10,027,132	9,967,018	10,848,442	10,698,745	5,792,214	5,056,228	53.39%	57.08%	56.32%	102,618	5,689,596	5,647,095

REVENUES CONTINUED

- WE ARE \$102,618 AHEAD OF FY21 PACE IN REVENUES
- TITLE AND CARES GRANTS REVIEWED AND ADJUSTMENTS SUBMITTED TO SERVS LAST WEEK. FEDERAL DRAWS WITH THE EXCEPTION OF SUMMER SCHOOL, WILL BE CURRENT BY END OF MARCH 2022.

EXPENDITURES

EXPENDITURES (OBJECT SERIES)				February 28, 2022			February 28, 2021			February 28, 2020		
	June 30, 2020	June 30, 2021	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	February 28, 2021	February 28, 2020
SALARIES & WAGES	5,653,547	5,756,121	6,145,271	6,093,830	3,269,476	2,875,795	53.20%	53.29%	54.64%	201,903	3,067,573	3,088,996
EMPLOYEE BENEFITS	1,516,481	1,609,710	1,852,863	1,808,013	964,532	888,331	52.06%	54.62%	54.22%	85,385	879,147	822,235
PURCHASED SERVICES	1,161,915	1,135,091	1,521,625	1,779,200	942,106	579,519	61.91%	46.22%	54.85%	417,485	524,621	637,263
SUPPLIES	536,284	476,459	650,773	716,480	477,336	173,437	73.35%	61.06%	70.20%	186,390	290,946	376,484
EQUIPMENT	246,957	449,049	960,689	368,518	341,637	619,052	35.56%	101.54%	94.92%	(114,336)	455,973	234,415
DEBT SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	67,869	76,507	77,259	76,709	39,665	37,595	51.34%	57.79%	52.28%	(4,548)	44,213	35,483
OTHER FINANCING USES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	9,183,053	9,502,937	11,208,481	10,842,750	6,034,752	5,173,729	53.84%	55.38%	56.57%	772,279	5,262,473	5,194,876

EXPENSES CONTINUED

- WE ARE \$772,729 AHEAD OF WHERE WE WERE THIS TIME LAST YEAR
 - TO REITERATE — FACTORS DRIVING POSITION
 - REGULAR EDUCATION COST UP DUE TO COVID
 - EXTRA CURRICULAR ACTIVITIES BACK TO PRE-COVID LEVELS. INCREASE OF 110K FROM PRIOR COVID YEAR
 - CARES FUNDING BEING SPENT FOR ONE-TIME EXPENDITURES THE BETTERMENT OF THE STUDENTS

MAP/LITTLE ROYALS UPDATE

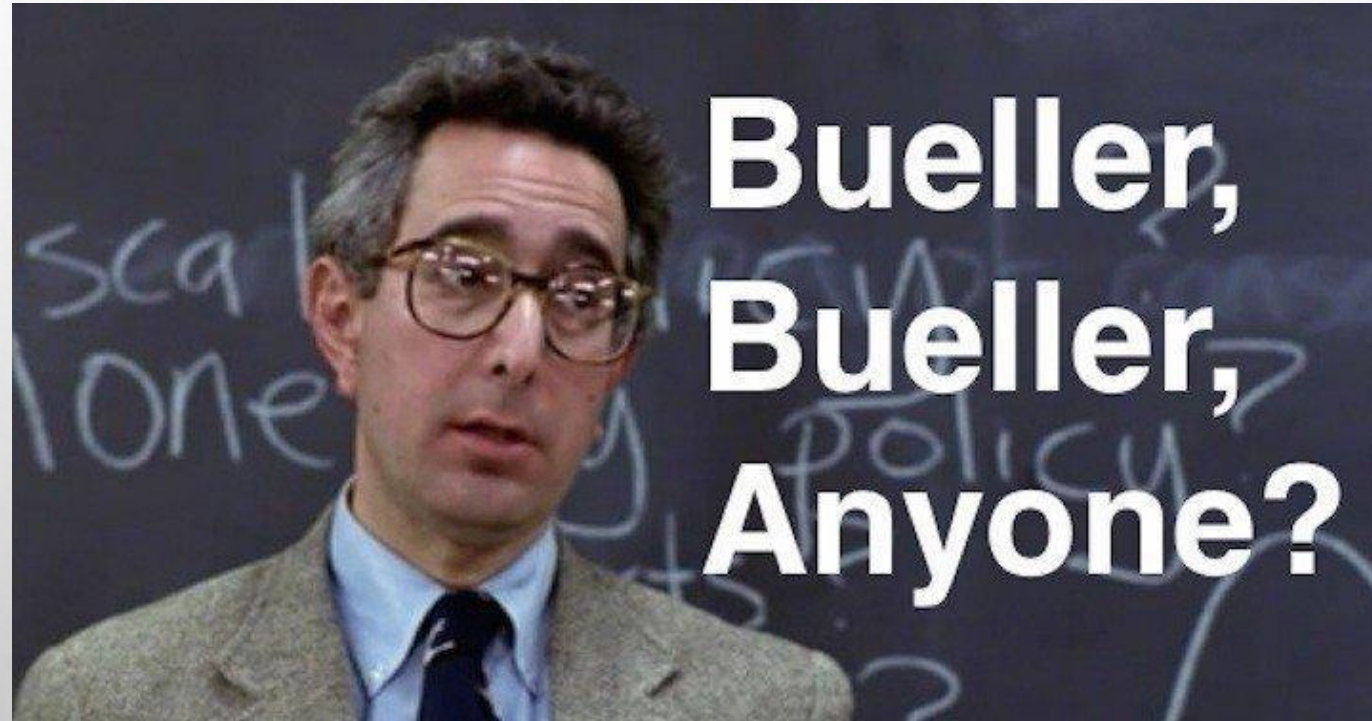
MAP FINANCIALS

	July	August	September	October	November	December	January	February	March
Revenue: 04 000 570 000 321 050	\$20,085.75	\$50,171.50	\$54,919.50	\$62,873.75	\$67,907.50	\$73,647.75	\$78,477.50	\$82,835.25	
Staffing Cost	\$7,553.16	\$22,550.16	\$30,869.89	\$34,877.71	\$38,596.00	\$42,724.26	\$46,461.87	\$50,792.62	
Purchased Serv	\$824.10	\$2,170.54	\$3,122.38	\$4,010.10	\$4,010.10	\$4,067.84	\$4,067.84	\$4,067.84	
Supplies	\$111.76	\$470.37	\$470.37	\$470.37	\$470.37	\$667.17	\$1,125.35	\$1,266.55	
Expense	\$8,489.02	\$25,191.07	\$34,462.64	\$39,358.18	\$43,076.47	\$47,459.27	\$51,655.06	\$56,127.01	\$0.00
Profit (Loss)	\$11,596.73	\$24,980.43	\$20,456.86	\$23,515.57	\$24,831.03	\$26,188.48	\$26,822.44	\$26,708.24	\$0.00

LITTLE ROYALS

	July	August	September	October	November	December	January	February	March
Revenue: 04 000 000 000 344 050	\$930.00	\$1,330.00	\$16,705.00	\$28,189.25	\$39,694.25	\$46,427.25	\$57,060.25	\$69,315.58	
Revenue: 04 000 000 000 344 300	\$2,221.84	\$6,879.33	\$7,768.07	\$7,768.07	\$7,768.07	\$16,202.70	\$25,317.76	\$25,317.76	
Revenue: 04 000 582 000 338 040									
04 000 582 000 337 040	\$0.00	\$0.00	\$0.00	\$2,635.75	\$5,438.74	\$10,196.23	\$12,325.10	\$12,325.10	
Staffing Cost	\$3,366.77	\$6,767.78	\$15,317.94	\$32,541.23	\$48,847.86	\$64,812.54	\$81,053.59	\$98,847.98	
Purchased Serv	\$678.32	\$678.32	\$112.43	\$569.44	\$569.44	\$569.44	\$1,850.60	\$2,615.60	
Supplies	\$2,138.26	\$2,138.26	\$2,138.26	\$2,138.26	\$2,138.26	\$2,138.26	\$2,138.26	\$2,138.26	
Expense	\$6,183.35	\$9,584.36	\$17,568.63	\$35,248.93	\$51,555.56	\$67,520.24	\$85,042.45	\$103,601.84	\$0.00
Profit (Loss)	-\$3,031.51	-\$1,375.03	\$6,904.44	\$3,344.14	\$1,345.50	\$5,305.94	\$9,660.66	\$3,356.60	\$0.00

ANY QUESTIONS?



ROYALTON
Budget / Fund Balance Overview
 Revised Budget

	Beginning Fund Balance	Revenues	Expenditures	Transfers	End of Year Proj. Balance	Net Increase or Decrease
General Fund - 01						
422 Unassigned Fund Balan	1,925,149 20.26%	9,791,690	10,080,106	257,355	1,894,089 17.00%	(31,060)
Restricted						
401 Student Activities	177,257	102,350	71,910	-	207,697	30,440
402 Scholarships	28,303	20,000	10,060	-	38,243	9,940
403 Staff Development	266,271	135,125	123,160	(278,236)	(0)	(266,271)
405 Deferred Maintenance	-	-	-	-	-	-
406 Health & Safety	-	-	-	-	-	-
407 Capital Projects Levy	-	-	-	-	-	-
408 Cooperative Programs	-	-	-	-	-	-
413 Building Projects Funded by COP/LP	-	-	-	-	-	-
414 Operating Debt	-	-	-	-	-	-
416 Levy Reduction	-	-	-	-	-	-
417 Excess Taconite Building Maint Funds	-	-	-	-	-	-
424 Operating Capital	474,358	215,430	196,500	-	493,288	18,930
426 \$25 Taconite	-	-	-	-	-	-
427 Disabled Accessibility	-	-	-	-	-	-
428 Learning and Development	-	204,496	260,814	56,318	(0)	(0)
434 Area Learning Center	-	-	-	-	-	-
435 Contracted Alternative Programs	-	-	-	-	-	-
436 State-Approved Alt. Programs	-	-	-	-	-	-
438 Gifted and Talented	22,074	13,055	14,250	-	20,879	(1,195)
440 Teacher Development and Evaluation	-	-	-	-	-	-
441 Basic Skills Programs	-	126,908	147,605	20,697	(0)	(0)
448 Achievement and Integration Revenue	-	-	-	-	-	-
449 Safe Schools Levy	80,817	36,997	29,909	(40,000)	47,905	(32,912)
451 QZAB and QSCB Payments	-	-	-	-	-	-
452 Funded OPEB Liabilities not Held in Trust	-	-	-	-	-	-
453 Unfunded Severance and Retirement	-	-	-	-	-	-
459 Basic Skills Extended Time	16,134	-	-	(16,134)	-	(16,134)
464 Restricted	-	-	-	-	-	-
467 Long-Term Facilities Maint	160,961	187,391	205,177	-	143,175	(17,786)
472 Medical Assistance	97,525	15,000	100	-	112,425	14,900
475 Title VII - Impact Aid Funds	-	-	-	-	-	-
476 Payments in Lieu of Taxes	-	-	-	-	-	-
Subtotal Restricted	1,323,700	1,056,752	1,059,485	(257,355)	1,063,612	(260,088)
460 Nonspendable	5,986	-	-	-	5,986	-
Committed Funds						
418 Separation/Retirement Benefits	-	-	-	-	-	-
461 Committed	-	-	-	-	-	-
Committed - "detail"	-	-	-	-	-	-
Subtotal Committed - 418 & 461 & District Defined	-	-	-	-	-	-
Assigned Funds						
462 Assigned	470,000	-	-	-	470,000	-
Assigned - "detail"	-	-	-	-	-	-
Subtotal Assigned - 462	470,000	-	-	-	470,000	-
Total General Fund	3,724,835	10,848,442	11,139,591	-	3,433,686	(291,149)
Food Service Fund - 02						
460 Nonspendable	2,323	-	-	-	2,323	-
464 Restricted	60,717	468,350	528,165	-	902	(59,815)
463 Unassigned	-	-	-	-	-	-
Total Food Service	63,040	468,350	528,165	-	3,225	(59,815)
Community Services - 04						
460 Nonspendable	-	-	-	-	-	-
464 Restricted	28,116	3,700	2,882	-	28,934	818
Restricted / Reserved						
426 \$25 Taconite	-	-	-	-	-	-
431 Community Education	116,507	201,283	126,341	-	191,449	74,942
432 Early Childhood	28,708	49,197	26,895	-	51,010	22,302
440 Teacher Development	-	-	-	-	-	-
444 School Readiness	95,728	151,904	154,750	-	92,882	(2,846)
447 Adult Basic Education	-	-	-	-	-	-
452 Funded OPEB Liabilities	-	-	-	-	-	-
Restricted/Reserved - Subtotal	240,943	402,384	307,986	-	335,341	94,398

ROYALTON
Budget / Fund Balance Overview
 Revised Budget

463 Unassigned	-	-	-	-	-	-
Total Community Education	269,059	406,084	310,868	-	364,275	95,216
Restricted/Reserved - Subtotal	-	-	-	-	-	-
464 Restricted	445,050	1,999,826	2,020,885	-	423,991	(21,059)
463 Unassigned	-	-	-	-	-	-
Total Debt Service Fund	445,050	1,999,826	2,020,885	-	423,991	(21,059)
Total All Funds:	4,501,984	13,722,702	13,999,509	-	4,225,177	(276,807)

Royalton Elementary Good News

Dr. Phil Gurbada

March 2022

1. Preschool Registration Night will be held on Tuesday, March 22, at 6:00pm in the Cafetorium. Thank you to everyone for their participation.
2. At our March 18 Inservice, the teachers continued working on integrating English Language Arts standards with our new Benchmark reading program.
3. Congratulations to Aaron Meier and the students! They raised \$11,546 in the Jump-Rope-for-Heart event for the American Heart Association.
4. The Elementary Student Council organized a food drive to benefit the Morrison County Food Shelf. Donations are accepted from Monday, March 21nd through Friday, March 25. Thank you to Amy Carlson, 5th Grade teacher, for her work with the Student Council.
5. The end of the 3rd Quarter is March 25 and report cards will be posted on April 8.

Regular Meeting

Monday, February 28, 2022 6:00 PM

ECC RM PK 15, 120 South Hawthorn Street, Royalton, MN 56373

Tyra Baumann: Present

Russ Gerads: Absent

Randy Hackett: Present

Rian Hofstad: Present

Mary Lange: Present

Angela Roering: Present

Rian Hofstad attended virtually.

All motions made with a role call vote.

1. Call to Order

2. Pledge to Flag

3. Roll Call

4. Board Chair Comment

5. Approval of Agenda

Action(s):

Approval of Agenda. This motion, made by Randy Hackett and seconded by Angela Roering, Passed.

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

6. Appreciation, Recognition and Presentations

7. Recognition of Citizens for Input Purposes

8. Reports/News

8.a. Business Manager Report

8.b. American Indian Parent Advisory
Committee Annual Compliance Report

8.c. Board Committee Report

8.d. Superintendent Report

8.e. Principal Report

8.f. Athletic Director

9.

Consent Agenda Approval

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

Action(s):

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

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

9.a. Approval of Regular Board Meeting Minutes

9.b.

Claims, Accounts and Financial

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

9.c. Approval of Resignations

9.d. Approval of New Hires

9.e. Approval of FMLA

9.f.
Marco Copier Contract

9.g. Special Education Resolution addressing SPED
Cross Subsidy

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

10.a. Approval of Donations by Resolution

Action(s):

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

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

10.b. BPA Request for Nationals

Action(s):

Motion to Approve travel to Dallas, Texas with BPA students qualifying for BPA Nationals. This motion, made by Tyra Baumann and seconded by Mary Lange, Passed.

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

10.c. Network Administrator/Technology Specialist
Contract

Action(s):

Motion to Approve Network Administrator/Technology Specialist Contract. This motion, made by Mary Lange and seconded by Randy Hackett, Passed.

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

10.d. Next Year School Calendar 2022-2023

Action(s):

Motion to Approve Next Year School Calendar 2022-2023. This motion, made by Mary Lange and seconded by Tyra Baumann, Passed.

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

10.e. Curriculum Review

10.f. Strategic Planning Proposals

10.g. Policy Reading

10.g.1. First Policy Reading

10.g.2. Second Policy Reading

11. Upcoming Meeting Schedule

Discussion: We will move the Finance meetings to the 3rd Tuesday of the month at noon, starting on March 15th, 2022.

12.

Close meeting for Labor Negotiation Strategies as permitted by MN Statute Section 13D.03.

Action(s):

Motion to close the regular meeting at 7:48pm. This motion, made by Randy Hackett and seconded by Tyra Baumann, Passed.

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

Motion to open the closed meeting at 7:55pm. This motion, made by Mary Lange and seconded by Tyra Baumann, Passed.

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

Motion to close the closed meeting at 8:30pm. This motion, made by Tyra Baumann and seconded by Randy Hackett, Passed.

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

Motion to open the regular meeting at 8:32pm. This motion, made by Tyra Baumann and seconded by Randy Hackett, Passed.

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

13. **Adjournment**

Action(s) :

The meeting was adjourned at 8:33pm. This motion, made by Tyra Baumann and seconded by Mary Lange, Passed.

Voting Detail:

Tyra Baumann:	Yea
Russ Gerads:	Absent
Randy Hackett:	Yea
Rian Hofstad:	Yea
Mary Lange:	Yea
Angela Roering:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

Board Secretary

Work Session Meeting

Monday, March 14, 2022 6:00 PM

ECC RM PK 15, 120 South Hawthorn Street, Royalton, MN 56373

Tyra Baumann: Present
Russ Gerads: Present
Randy Hackett: Present
Rian Hofstad: Present
Mary Lange: Present
Angela Roering: Present

1. **Call to Order**
2. **Crisis Management Review**
3. **HVAC Update**
4. **Revised Budget Presentation**
5. **Student Activity CD's**
6. **Work Session meeting ended at 7:30pm**

Board Secretary

Resignations 03.28.22

Nancy Schmidtbauer - ECSE Para

New Hire 03.28.22

Jennifer Schneider - ECSE Para

Resolution for Acceptance of Gifts to the Royalton School District

Member _____ introduced the following resolution and moved its adoption:

WHEREAS all information is included in your packet; _____

Royalton Youth Travel Baseball club has generously donated \$2403.75 for a PA/Speaker system to be installed on the royalton varsity baseball field.

Michael and Emily Mitzel have generously donated \$50 to Royalton Community Education Robotics and \$50 to Royalton Middle School/High School Robotics team to be used for registration, supplies, and/or tournament fees.

Royalton American Legion has generously donated \$2500 to the National Honor Society.

Royalton Lions Club has generously donated \$534 to the YES Club for a solar light on the school sign by the road.

Royalton Youth Travel Baseball club has generously donated \$5000 to be used by the RBI club on the varsity softball field project.

Royalton American Legion has generously donated \$2000 to the Royalton Middle School/High School Robotics team to be used for registration, supplies, and/or tournament fees.

Earl and Gayle Mathison have generously donated \$40 to the RHS Volleyball account for equipment.

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

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

The motion for adoption of the foregoing resolution was duly seconded by Member
_____ and upon a roll call vote being taken thereon, the

following voted

in favor thereof:

following voted against:

and the following abstained:

The foregoing resolution was approved this 28th day of March, 2022.

_____ Board Chair, Russ Gerads

_____ Board Clerk, Rian Hofstad



March 22, 2022

TO: Royalton School Board Members, Dr. [Kristine Wehrkamp](#)

FROM: Joel Swenson, RHS/MS Principal

RE: Senior Class Trip

I am including this information with a request for the board to approve the Royalton High School (RHS) senior class trip on May 22-23 at Cragun's Resort on Gull Lake.

This class trip has been an annual tradition for over 20 years at RHS. Seniors will leave on Sunday morning, eat breakfast in Brainerd, and arrive at Craguns around 10:30am. They will have the day to canoe, golf, fish, hang out on the beach or pool area, and participate in other activities the resort has to offer. We will have a large pizza order on Sunday night for dinner and a bonfire on the beach (weather permitting). On Monday, students will depart Craguns around 11am. We will stop for lunch at Buffalo Wild Wings in Brainerd before returning to school between 1:30-2:00pm.

- Lodging is either in the lakeside cabins or the main lodge at Craguns depending on availability.
- Students have their baggage and belongings checked by chaperones before boarding the bus.
- Students have to ride the bus to and from Craguns and are not allowed to be transported to the class trip without approval from the high school principal in the case of extenuating circumstances.
- Students are not allowed to operate a motorized vehicle or boat at the resort.
- No outside visitors are allowed to participate or visit at any time.

The trip will be paid for by class dues collected by the senior class during their time as students at RHS, with the exception of their breakfast on Sunday and lunch on Monday, which the students pay for themselves. We will have three faculty chaperones and three parent chaperones for the trip.

Any students who leave the premises, violate drug, alcohol, or tobacco rules, or create a serious problem will be sent home and may not be permitted to participate in graduation ceremonies. This has been a fun experience for our students prior to graduating from high school, and I do not anticipate any issues with our students. We have had very few, if any, behavioral issues on these trips in the past.

Joel Swenson– RHS/MS Principal



ROYALTON
PUBLIC SCHOOLS

Creating a Collaborative and Caring Community

Royalton Revised Budget FY22

Fund 01 - General Fund - Unassigned Fund Balance

- Unassigned Fund Balance beginning FY22 - \$1,925,149 (20.26%)
- Projected EOY Unassigned Fund Balance FY22 - \$1,894,089 (17%)
 - Revenue increase is main reason why Unassigned Fund Balance is going down slightly
- Net Decrease of \$31,060

Positive Possible Variances to Fund 01- General Fund

- Possible Positive Factors:
 - LTFM (move expenditures from Building and Grounds to LTFM)
 - Budget is conservative. Based on 916 ADM's when actual is 922. This will add roughly 50K to our Unassigned Fund Balance
 - Safe Schools - Can code a Counselor or Social Worker here
 - Budget spending is projected high currently. This will slowdown as we come into the Spring

Negative Possible Variances to Fund 01 - General Fund

- Negative Possible Factors:
 - Retro pay for staff pay for groups that have not settled negotiations (PARA's & Non Union)
 - ADM loss (not likely)
 - Unforeseen Expenditures

Fund 02 - Food Service

- Projected end of year balance - (\$59,815)
 - Models anticipate to accurately reflect end of year profit / loss
 - Trending however is that revenues lag expenditures
 - SSO ending June 30th, 2022. This will affect FY23
 - Recommendation is to set new Breakfast and Lunch prices before FY23

Fund 04 - Community Education

- Projected end of year - add \$94,398 overall
 - MAP is thriving
 - Currently 27K above breakeven
 - Little Royals is running 10K below breakeven
 - School Readiness is feeder for future Revenue
 - Okay to run negative, but will want to keep an eye on future



Questions?

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ROYALTON
PUBLIC SCHOOLS

Creating a Collaborative and Caring Community

Make-up Day for Teachers

Snow Day

- Due to inclement weather, we closed school on February 22, 2022.
- A make-up day for teachers needs to be added to the calendar.
- I recommend to adjust the current calendar to add June 2, 2022 as a teacher work day.

Reasoning for Recommendation

- The teacher contract requires 183 teacher work days.
- The only break for teachers between February 21, 2022 and the end of the school year is Easter Break, April 15th and 18th.
- A decreased break may increase absenteeism from now until the end of the year.
- Teachers will be able to use personal days, comp time and flex time on June 2, if they have it available.

Recommendation:

Adjust the current calendar to add June 2, 2022 as a teacher work day to fulfill their contractual obligation of 183 work days.



Thank you!



ROYALTON

PUBLIC SCHOOLS

Creating a Collaborative and Caring Community

Strategic Planning Options

2/28/2022

Information in this powerpoint was provided by the Organizations via email.³⁹

MSBA Recap

MSBA will:

- Develop the Foundational Elements: the Belief Statements, the Mission Statement, and the Vision Statement
- Identify Focus Areas specific to your School District needs
- Create goals and objectives related to each Focus Area

MSBA Recap

Timeline:

- Complete Strategic Plan over a **12 – 14 week** period (specific dates/times determined based on your school/community schedule)
- Conduct a **2-3 hour in-service** for the Board Team (superintendent and elected board members) on implementing the Strategic Plan from a Governance (Board) and Management (Superintendent) perspective
- Start Time: Fall 2022

Cost: **\$10,300**

Innovative Solutions Proposal

- In strategic planning, the ultimate goal is to craft a vision of how to move your organization and the students it serves in a positive direction. The process does just that by creating a community-inclusive process that will be the beacon of light to guide your future.
- The first step is using a community sector tool to identify people in the community who can serve on the committee creating the strategic plan. Once that committee is finalized, members will be invited to participate in the two day process.
- Throughout the two days, committee participants will engage in a series of processing tools which will take the conversations from where the District was/is and how it can move forward. At the end of the process, the District will be able to institute a community-based strategic plan that will activate the future.

PROVIDER: Dr. Sheri A. Wilkins, president of Innovative Educational Solutions LLC, trained facilitator and coach.

Innovative Educational Solutions Proposal Continued...

OUTCOMES:

- Develop a common vision and action plan for the district.
- Build upon the established collaborative culture by developing an action plan focused on systems change efforts and improved student performance results.
- Increase buy-in and long-term commitment to implementation strategies as identified by the team.
- Implement a plan for sharing the vision and strategies with the larger organization and creating extended buy-in.

Innovative Solutions Proposal Continued...

ACTIVITIES:

- Half day facilitated conversation with district leadership to clarify outcomes and plans for the two-day large-group facilitated sessions.
- Two days of facilitated deep conversations and problem-solving by a core group of committed stakeholders around current identity, intentions, principles, tensions, and specific strategies for moving forward.
- Ongoing coaching conversations and support via Skype, phone conferences, webinars, and/or email.
- Development of a written document (colored tri-fold) outlining the work of the stakeholder group for use in communication efforts following the two-day action planning session.

Formal Work in September 2022

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Cost: \$7,000 - \$7,500

Lilypad Consulting Proposal

Preparation Options

- **Stakeholder Listening Sessions:** Conduct Listening Sessions (or interviews) to seek deeper insights from key stakeholders, including parents, employees, and other internal and external stakeholders (conduct in different sessions).
- **Environmental Scan:** Engage members of the Board and Staff to conduct an Environmental Scan of the current state and future trends. The Environmental Scan topics could focus on understanding trends in economic conditions, education topics, technology, demographics, legislative / regulatory, and so on.
- **SWOT:** Another way to engage Board and Staff in the planning process, is to ask mini-teams to conduct a SWOT analysis (in triads). They would complete a worksheet exploring the top 3-5 aspects of Strengths, Weaknesses, Opportunities, and Threats that could be used to create strategies.
- **Strategy Retreat Prep:** Ask people to read a thought-provoking article to stimulate thinking on visioning and strategy or watch a video clip.

Lilypad Consulting Proposal Continued...

Strategic Planning Retreat: Subcommittee of Board and team (1 day)

Draft Topics:

- o Welcome, context setting & outcomes
- o Opening activity, tied to the prep work and to get everyone connected
- o Review Environmental Scan report outs and Listening Sessions Summary to understand the current state and consider trends
- o Affirm Vision, Mission and Beliefs Statements
- o Finalize SWOT to solidify current state discussions
- o Brainstorm Strategic Goals / Priorities, Initiatives and metrics
- o Discuss necessary actions / behaviors to achieve Strategic Plan and prepare for the future (decision making, communication, leading change, positioning, and so on)
- o Next Steps

Lilypad Consulting Proposal Continued...

Provide Summary Report, including a one-page Strategic Plan, for the team to put together their respective Initiatives and work plans together.

Finalization Meeting: Subcommittee of Board and team (2-hour meeting)

Draft Topics:

- o Welcome & outcomes
- o Report outs on Initiatives and metrics to achieve Strategic Goals
- o Determine best approach for soliciting entire Board approval

Provide Summary Report

Lilypad Consulting Proposal Continued...

Strategic Planning

- Preparation: Listening Sessions & Summary Reports: \$500/session
- Preparation: Sub-team Environmental Scan Assignments: \$500
- Strategy Session: Design, Facilitation and Summary Report: \$5000
- Finalization: Strategic Plan Meeting: \$500

Minimum Cost: \$6,500 (if only 1 listening session, likely more would be needed)

Watson Consulting Proposal

Visioning and Strategic Planning

We undertake these visioning and planning matters to create an environment for thoughtful planning and as a means of identifying opportunities that will provide the longer-term results and solutions the District and the “school community” desires rather than only “feeding problems and starving opportunities.”

Watson Consulting Proposal Continued...

We suggest a multi-topic approach aligned with sound strategic management theory and practices, and provide a work program that mirrors the following outline:

Planning Phase – address the big three strategic planning questions-

- Where do we want to go?
 - Formulate the District “Strategic Profile”
 - How is the District “positioned” to be successful in the future
 - What critical decisions need to be made

- Where are we now?
 - Assess District needs and opportunities for its schools and programs
 - Analyze financial and educational “current situation” of the District
 - Assess “school community” support for change and investment

- How do we get there?
 - District Strategic Vision and Plan

Watson Consulting Proposal Continued...

Decision Phase

- District Decisions and Authorization
 - Obtain approvals of the Boards of Education to proceed with decisions to implement the new plan

Implementation Phase

- An effective strategic management and planning activity should have the following qualities:
 - Focuses on Internal and External Environment; Complexities and Challenges
 - Tailored to Fit the Organization and its Culture
 - Encourages Creativity, Innovation and Imagination
 - Integrates the principles of Quality Management
 - Serves as a Basis for Performance Measurement
 - Provides Opportunity for Active Participation of Key Communities and Persons

Minimum Cost: \$8,000 (approx.)

District Team Option

- District Leadership Team leads the strategic planning process by inviting stakeholders to participate on the Strategic Planning Committee.
- Strategic Planning Committee reviews the Mission, Vision and Belief Statements lead by the District Leadership Team using the World Cafe Model.
- Strategic Planning Committee sets 3-5 goals with strategies for achieving the goals and identifies metrics to measure outcomes.

District Team Option Continued...

Estimated Timeline:

- Four to five Strategic Planning Committee meetings in the evenings for 2 hours each (spring into summer).
- A draft of the Strategic Plan will be presented to the School Board at possibly two to three work sessions to gather input and make any edits or additions to the Strategic Plan (estimated late spring or early summer).
- Board approves the Strategic Plan at a Regular Board Meeting (estimated early fall).

Estimated Costs: Leadership time to plan for meetings, leadership time to review and synthesize information from meetings, leadership time to attend meetings

Summary

- Five different options were presented.
- Costs for external facilitators range from \$6,500 to over \$10,000.
- Internal facilitators run the risk of perceived bias by the community.

Discussion

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Thank you!

413 HARASSMENT AND VIOLENCE

~~{Note: State law (Minnesota Statutes, section 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minnesota Statutes, section 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minnesota Statutes, section 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minnesota Statutes, section 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.}~~

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
 - 1. "Disability" means, with respect to an individual who
 - a. a physical sensory or mental impairment that materially limits one

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- or more major life activities of such individual;
- b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. “Familial status” means the condition of one or more minors being domiciled with:
- a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat

thereof that involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or

filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates ~~HR Director~~ as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.¹
- H. The school district shall conspicuously post the name of the human rights

¹ In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

officer(s), including mailing addresses and telephone numbers.

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

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

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

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

V. INVESTIGATION

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

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

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

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or

personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes Chapter. 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

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

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

413-10

~~COVID-19 Vaccination Emergency Temporary Standard~~

491 VACCINATION, TESTING, AND FACE COVERING POLICY

I. PURPOSE

The school district has adopted this policy on mandatory vaccination to safeguard the health of its employees from the hazard of COVID-19. This policy complies with the Occupational Safety and Health Administration’s (“OSHA”) Emergency Temporary Standard on Vaccination and Testing (29 CFR Part 1910, Subpart U) (“ETS”).

II. DEFINITIONS

For purposes of this policy, the following definition applies:

A. “Fully vaccinated” means:

- i. A person’s status 2 weeks after completing primary vaccination with a COVID–19 vaccine with, if applicable, at least the minimum recommended interval between doses in accordance with the approval, authorization, or listing that is:
 - a. Approved or authorized for emergency use by the U.S. Food and Drug Administration (“FDA”);
 - b. Listed for emergency use by the World Health Organization (“WHO”); or
 - c. Administered as part of a clinical trial at a U.S. site, if the recipient is documented to have primary vaccination with the active (not placebo) COVID–19 vaccine candidate, for which vaccine efficacy has been independently confirmed (e.g., by a data and safety monitoring board) or if the clinical trial participant at U.S. sites had received a COVID–19 vaccine that is neither approved nor authorized for use by FDA but is listed for emergency use by WHO; or

- ii. A person’s status 2 weeks after receiving the second dose of any combination of two doses of a COVID– 19 vaccine that is approved or authorized by the FDA, or listed as a two-dose series by the WHO (i.e., a heterologous primary series of such vaccines, receiving doses of different COVID–19 vaccines as part of one primary series). The second dose of the series must not be received earlier than 17 days (21 days with a 4-day grace period) after the first dose

B. **“COVID-19 test”** means a test for SARS-CoV-2 that is:

- i. Cleared, approved, or authorized, including in an Emergency Use Authorization (“EUA”), by the FDA to detect current infection with the SARSCoV-2 virus (e.g., a viral test);
- ii. Administered in accordance with the authorized instructions; and
- iii. Not both self-administered and self-read unless observed by the school district or an authorized telehealth proctor. Examples of tests that satisfy this requirement include tests with specimens that are processed by a laboratory (including home or on-site collected specimens which are processed either individually or as pooled specimens), proctored over-the-counter tests, point of care tests, and tests where specimen collection and processing is either done or observed by the school district.

C. **“Face covering”** means a covering that:

- i. Completely covers the nose and mouth;
- ii. Is made with two or more layers of a breathable fabric that is tightly woven (i.e., fabrics that do not let light pass through when held up to a light source);
- iii. Is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they should have two layers of fabric or be folded to make two layers;
- iv. Fits snugly over the nose, mouth, and chin with no large gaps on the outside of the face; and
- v. is a solid piece of material without slits, exhalation valves, visible holes, punctures, or other openings.

This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the noncloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively.

III. SCOPE

- A. **Only in Effect if Legally Required.** This policy will only be in effect if OSHA or Minnesota OSHA are enforcing the ETS and the school district or its employees could be subject to sanctions for noncompliance with the ETS. This school district will not enforce the provisions of this policy if the ETS is expired, subject to a court order staying its implementation, or otherwise not legally binding on the school district.
- B. **Application to All Employees.** This policy applies to all employees of the school district, except for employees who do not report to a workplace where other individuals (such as students, coworkers, or visitors) are present; employees while working from home; and employees who work exclusively outdoors.
- C. **Application to Independent Contractors and Volunteers.** Independent contractors and volunteers are not considered school district employees for purposes of this policy. Independent contractors and volunteers will be required to comply with COVID-19 mitigation protocols established for building visitors.
- D. **Intersection with Other Policies and Procedures.** If this policy or any subsection of this policy conflicts with any other school district policy or procedure, this policy will be followed.

IV. VACCINATION

- A. **Employee Choice.** The school district is not imposing a vaccine mandate for its employees in order to comply with the requirements of the ETS. Employees may choose to be vaccinated against COVID-19. Any employee not fully vaccinated by February 9, 2022 will be subject to the weekly testing and face covering requirements of this policy until they become fully vaccinated. The face covering requirements set forth in this policy will begin on January 10, 2022 or when the face covering requirement in the ETS is legally enforceable against the school district, whichever occurs later. Weekly testing requirements set forth in this policy will begin on February 9, 2022 or when the testing requirements set forth in the ETS become legally enforceable against the school district, whichever occurs later.

- B. **Deadlines.** To be considered fully vaccinated by February 9, 2022, an employee must receive the final dose of a primary COVID-19 vaccination by no later than January 26, 2022.
- C. **Vaccine Availability.** Employees are responsible for scheduling their own vaccination appointments. Employees may schedule a vaccination appointment through their own medical provider, local pharmacies, mass-vaccination clinics, community vaccination sites, or any other place where COVID-19 vaccines are offered. Information about vaccination locations is available through Minnesota's COVID-19 Response webpage at: <https://mn.gov/covid19/vaccine/find-vaccine/locations/index.jsp>.
- D. **Time to Receive Vaccination.** The school district will provide a reasonable amount of time to each employee to receive their primary vaccination dose or doses. An employee may take up to four hours of paid duty time, at the employee's regular rate of pay, per primary vaccination dose to travel to a vaccination site, receive a vaccination, and return to work. This means a maximum of eight hours of paid duty time for employees receiving two primary vaccine doses.
- i. If an employee spends less time getting the vaccine, only the amount of paid duty time needed for a primary vaccination appointment will be granted. Given the widespread availability of the COVID-19 vaccine in Minnesota, the school district expects that employees will schedule vaccination appointments in a way that minimizes the need to be absent from work.
 - ii. Employees who take longer than four hours to get the vaccine must contact their supervisor immediately and must explain the reason for the additional time (e.g., they may need to travel long distances to get the vaccine). Any additional time requested will be granted, if reasonable, but will not be paid. In that situation, the employee can elect to use accrued paid leave to cover the additional time needed to obtain a primary vaccination dose.
 - iii. If an employee is vaccinated outside of their approved duty time, the employee will not be compensated.
 - iv. The school district will not reimburse employees for transportation costs (e.g., gas money, train/bus fare, etc.) incurred to receive the vaccination.

E. **Time for Recovery.** The school district will provide reasonable time and paid sick leave to employees who are unable to work due to side effects experienced following any primary vaccination doses.

i. The school district will provide no more than two days of paid leave per primary vaccination dose for employees who are unable to work due to vaccination side effects. Any request for additional leave will be governed by the school district's established procedures for requesting a medical leave.

ii. ~~Employees who have available accrued sick leave or paid time off ("PTO") will be required to use their available accrued leave for recovery time. Employees who have no sick leave will be granted up to two days of paid sick leave immediately following each dose, if necessary for the employee to recover from side effects.~~

iii. The following procedures apply for requesting and granting duty time to obtain the COVID-19 vaccine or sick leave to recover from side effects:

~~If an employee has available accrued leave, the employee must report the use of leave for vaccine side effects in the same manner as the employee would ordinarily report leave due to personal illness.¶~~

a. ~~If an employee does not have sufficient accrued sick leave to cover the time period needed to recover from side effects of the vaccination,~~ ¶The employee must notify their supervisor upon learning of the need for leave. The school district will provide up to two days of paid leave if the employee is unable to work due to side effects from a primary vaccination dose.

V. REPORTING VACCINATION STATUS

A. **Obligation to Report.** All employees are required to report their vaccination status and, if vaccinated, provide proof of vaccination as set forth in this section. Employees must provide truthful and accurate information about their COVID-19 vaccination status. Employees who do not comply with this policy may be subject to discipline. Vaccination status information must be reported to the school district by the deadline set forth by school district administration. This deadline will be

based on the date the ETS will be legally enforceable against the school district. In order to comply with this reporting requirement, employees must provide proof of their vaccination status, including whether they are fully or partially vaccinated. Acceptable forms of proof are outlined below. Employees who are not vaccinated must also report their vaccination status.

- B. **Reporting.** The superintendent will be responsible for developing a system through which employees will report their vaccination status.
- C. **Proof of Vaccination.** All vaccinated employees are required to provide proof of vaccination status, regardless of where they received their vaccination.
 - i. Acceptable “proof of vaccination status” includes:
 - a. The record of immunization from a health care provider or pharmacy;
 - b. A copy of a COVID-19 Vaccination Record Card;
 - c. A copy of medical records documenting the vaccination;
 - d. A copy of immunization records from a public health, state, or tribal immunization information system; or
 - e. A copy of any other official documentation that contains the type of vaccine administered, date(s) of administration, and the name of the healthcare professional(s) or clinic site(s) administering the vaccine(s).
 - ii. Proof of vaccination generally should include the employee’s name, the type of vaccine administered, the date(s) of administration, and the name of the healthcare professional(s) or clinic site(s) that administered the vaccine. In some cases, state immunization records may not include one or more of these data fields, such as clinic site. In those circumstances, the school district will still accept the state immunization record as acceptable proof of vaccination
 - iii. Employees may submit a physical copy of a vaccination record or employees may provide a digital copy, including, for example, a digital photograph, scanned image, or PDF of such a record that clearly and legibly displays the necessary vaccination information.

- iv. An employee who does not possess their COVID-19 vaccination record card (e.g. because it was lost or stolen) should contact their vaccination provider to obtain a new copy or other acceptable documentation of their vaccination status. If the employee is unable to produce acceptable proof of vaccination after contacting the vaccine provider, then they may attest to their vaccination as described below.
- v. In instances where an employee is unable to produce acceptable proof of vaccination status, the employee may submit a signed and dated statement by the employee:
 - a. Attesting to the employee’s vaccination status (fully vaccinated or partially vaccinated);
 - b. Attesting that the employee has lost or are otherwise unable to produce proof of vaccination; and
 - c. Including the following language in the attestation: “I declare that this statement about my vaccination status is true and accurate. I understand that knowingly providing false information regarding my vaccination status on this form may subject me to criminal penalties.”

An employee who attests to their vaccination status should, to the best of their recollection, include the following information in their attestation: the type of vaccine administered; date(s) of administration; and the name of the health care professional(s) or clinic site(s) administering the vaccine(s).

- D. **Treated as Unvaccinated if No Proof or Attestation.** An employee who does not provide acceptable proof of vaccination status, or an attestation, is treated as not fully vaccinated for purposes of this policy.
- E. **Penalty for Providing False Information.** Employees are prohibited from knowingly supplying false statements or documentation regarding their vaccination status under 18 U.S.C. § 1001 and section 17(g) of the Occupational Safety and Health Act (“OSH Act”). Employees who violate those laws may be subject to criminal penalties.
- F. **Recordkeeping.** The school district will maintain a roster of each employee’s vaccination status and maintain records of acceptable proof of vaccination for each employee who is fully vaccinated or partially vaccinated. These records are

considered to be employee medical records, and will be maintained in a confidential manner as required by law.

VI. FACE COVERINGS

- A. **Mandatory if Not Fully Vaccinated.** Beginning January 10, 2022 or when the ETS is legally enforceable against the school district, whichever occurs later, any employee who is not fully vaccinated must wear a face covering over their nose and mouth while indoors at school or while in a school vehicle while occupied by any other passengers. Employees must replace their face covering if it becomes wet, soiled, or damaged (e.g., ripped, has holes, or has broken ear loops).
- B. **Exceptions to Face Covering Requirement.** Any employee who is not fully vaccinated does not have to wear a face covering:
- i. When the employee is alone in a room with floor to ceiling walls and a closed door;
 - ii. For a limited time while the employee is eating or drinking at the workplace or for identification purposes in compliance with safety and security requirements;
 - iii. When the employee is wearing a “respirator” or “facemask”, as defined by the ETS;
 - iv. Where the school district has advised the employee a face covering is not required because it has determined that the use of face coverings is infeasible or creates a greater hazard (e.g., when it is important to see the employee’s mouth for reasons related to their job duties, when the work requires the use of the employee’s uncovered mouth, or when the use of a face covering presents a risk of serious injury or death to the employee.)
- C. **Cost for Face Coverings.** Employees are generally responsible for acquiring their own face coverings. The school district will not pay or reimburse employees for any costs associated with acquiring their own face coverings.

VII. COVID-19 TESTING

A. **Test Requirement.** Beginning February 9, 2022 or the date on which the mandatory testing requirement in the ETS becomes legally enforceable against the school district, whichever occurs later, any employee who is not fully vaccinated must participate in weekly COVID-19 testing. Any employee who is not fully vaccinated and who reports to the workplace at least once every seven days:

- i. Must be tested for COVID-19 at least once every seven days; and
- ii. Must provide documentation of the most recent COVID-19 test result to the school district no later than the seventh day following the date on which the employee last provided a test result.

The superintendent is responsible for developing a protocol for employees to report COVID-19 test results and will communicate the protocol to all employees.

B. **Testing Following Longer Absences.** Any employee who is not fully vaccinated and who does not report to the workplace during a period of seven or more days:

- i. Must be tested for COVID-19 within seven days prior to returning to the workplace; and
- ii. Must provide documentation of that COVID-19 test result to the school district in the manner to be determined by the superintendent upon return to the workplace.

C. **Failure to Provide Test Result.** If an employee who is not fully vaccinated does not provide documentation of a COVID-19 test result as required by this policy, they will be removed from the workplace until they provide a test result.

D. **Exemption for Recent Infection.** Employees who are not fully vaccinated and who have received a positive COVID-19 test, or have been diagnosed with COVID-19 by a licensed healthcare provider, are not required to undergo COVID-19 testing for 90 days following the date of their positive test or diagnosis.

E. **Record of Testing.** The school district will maintain a record of each test result provided by each employee under this policy. These records are considered to be employee medical records and will be maintained in a confidential manner as required by law.

- F. **Cost of Testing.** The school district will not pay or reimburse employees for any costs associated with COVID-19 testing.
- G. **Availability of Testing.** Employees may schedule their own testing appointments. Information about testing locations is available online at: <https://mn.gov/covid19/get-tested/testing-locations/index.jsp>.

VIII. MANDATORY REPORTING OF COVID-19 DIAGNOSIS OR POSITIVE TEST

- A. **Reporting and Removal from Workplace Following Positive Test.** Regardless of an employee's vaccination status:
 - i. The school district requires all employees to promptly notify COVID Coordinator and or school nurse when they have tested positive for COVID-19 or have been diagnosed with COVID-19 by a licensed healthcare provider; and
 - ii. The school district will immediately remove from the workplace any employee who receives a positive COVID-19 test or is diagnosed with COVID-19 by a licensed healthcare provider and keep the employee removed until the employee:
 - a. Receives a negative result on a COVID-19 nucleic acid amplification test (NAAT) following a positive result on a COVID-19 antigen test if the employee chooses to use a NAAT test for confirmatory testing;
 - b. Meets the return to work criteria in CDC's "Isolation Guidance"; or
 - c. Receives a recommendation to return to work from a licensed healthcare provider.
- B. **Return to Work after Positive Test.** Under CDC's "Isolation Guidance," all employees, regardless of vaccination status, may return to work once 5 days have passed since the positive test so long as:
 - i. The employee has no symptoms or the employee's symptoms are resolving after 5 days; and

- ii. The employee continues to wear a face covering in the workplace for 5 additional days.

If an employee has a fever, the employee should continue to isolate until the fever resolves.

If the CDC's Isolation Guidance changes following the adoption of this policy, the school district will follow the then-current version of the guidance for purposes of this policy.

- C. **Status of Leave After Positive Test.** The school district will not provide any paid time off to any employee for removal from the workplace as a result of a positive COVID-19 test or diagnosis of COVID-19. Employees may use accrued paid leave to receive pay for their absences.
- D. **Exposure to COVID-19.** Employees who are exposed to an individual with a confirmed case of COVID-19 will be subject to the quarantine protocols set forth in the school district's overall COVID-19 mitigation strategy.

IX. NEW HIRES

- A. All new employees are required to comply with the vaccination, testing, and face covering requirements outlined in this policy as of the start date of their employment. Candidates for employment will be notified of the requirements of this policy following a job offer and prior to the start of employment.
- B. New employees must provide acceptable proof of vaccination prior to their first day of work. A new employee who cannot provide acceptable proof of vaccination must submit results from a COVID-19 test taken within the previous seven days prior to the employee's first day of work.

X. EXEMPTIONS

- A. **Accommodations.** An Employee may be entitled to a reasonable accommodation from the school district if the employee is unable to comply with the requirements of this policy because of a medical condition, disability, or a sincerely held religious belief, practice or observance.
- B. **Requests for Reasonable Accommodation.** Requests for reasonable accommodations must be initiated by the individual employee and submitted in writing to the Human Resource Director at amy.kruger@isd485.org.

- C. **Determination of Reasonable Accommodation.** Requests for reasonable accommodations will be addressed on a case-by-case basis by school administration.

XI. QUESTIONS

Questions regarding this policy should be directed to:

Dr. Kristine Wehrkamp
Superintendent
120 South Hawthorn Street
Royalton MN 56373
320-584-4002
kristine.wehrkamp@isd485.org

XII. DISSEMINATION OF THIS POLICY AND INFORMATION TO EMPLOYEES

- A. **Dissemination of Policy.** The superintendent will distribute a copy of this policy to all employees via the school district's e-mail system following its adoption.
- B. **Other Required Disclosures to Employees.** The ETS requires the school district to provide the following information to employees:

The full text of OSHA's ETS is available online at:

<https://www.federalregister.gov/documents/2021/11/05/2021-23643/covid-19-vaccination-and-testing-emergency-temporary-standard>.

The CDC has published information about COVID-19 vaccine efficacy, safety, and the benefits of being vaccinated. This information can be accessed by visiting: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/keythingstoknow.html>.

Federal regulation, specifically 29 CFR § 1904.35(b)(1)(iv), prohibits the school district from discharging or in any manner discriminating against an employee for reporting a work-related injury or illness.

Section 11(c) of the OSH Act prohibits the school district from discriminating against an employee for exercising rights under, or as a result of actions that are required by, the ETS. Section 11(c) also protects the employee from retaliation for

filing an occupational safety or health complaint, reporting a work-related injury or illness, or otherwise exercising any rights afforded by the OSH Act.

Federal law, specifically 18 U.S.C. § 1001 and of section 17(g) of the OSH Act, prohibits employees from knowingly supplying false statements or documentation in accordance with this Policy. Anyone who violates those provisions may be subject to criminal penalties.

Adopted: _____

MSBA/MASA Model Policy 714
Orig. 2011

Revised: _____

714 FUND BALANCES

[Note: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

- A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors,

contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

- G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of [____ percent of the annual budget.] [____ months of operating expenses.]

[Note: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

[Note: The school board determines this order.]

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: _____. ***[Specify individual(s), such as the superintendent, business manager, etc., or an entity, such as the finance committee, authorized to make these assignments.]*** Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. STABILIZATION ARRANGEMENTS

[Note: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]

X. REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

[Note: The school board should determine the review period adequate for their school district and change "an annual" to "a quarterly" or "a monthly" or some other time frame if appropriate.]

Legal References:

Statement No. 54 of the Governmental Accounting Standards Board

Cross References:

MSBA Service Manual, Chapter 7, Education Funding

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

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

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

I. GENERAL STATEMENT OF POLICY

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

district's education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:
[HR Director, –Amy Krueger](#)
[120 South Hawthorn Street, Royalton MN 56373](#)
amy.krueger@isd485.org
[320-584-4248](tel:320-584-4248)

~~[INSERT: NAME(S) TITLE(S) PHONE NUMBER(S) OFFICE ADDRESS(ES) EMAIL ADDRESS(ES)]~~

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

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

II. DEFINITIONS

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

education programs or activities that occur on or off of school district property.

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

provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- I. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- J. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker

cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.

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

~~[NOTE: It is recommended that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint, or is otherwise not qualified under this policy to serve in that role in a particular case.]~~

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

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

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator,

Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.
- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- D. Confidentiality

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

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

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

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

process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

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

H. Evidence

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

I. Burden of Proof

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

J. Timelines

~~[NOTE: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. School districts may establish their own district-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]~~

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s)

and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district’s ability to provide the supportive measures. The Title IX

Coordinator is responsible for coordinating the effective implementation of supportive measures.

- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 - 6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

- 1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising

from the allegations of sexual harassment justifies removal of the student-respondent; and

- c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

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

B. Employee Administrative Leave

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

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school

district employee sexually harassed a student.

- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

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

~~[NOTE: For example, school districts are reminded of the obligation under~~

~~*Minn. Stat. § 122A.20, subd. 2, to make a mandatory report to PELSB concerning any teacher who resigns during the course of an investigation of misconduct.*~~

IX. INVESTIGATION OF A FORMAL COMPLAINT

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

X. DETERMINATION REGARDING RESPONSIBILITY

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

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties

simultaneously.

- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

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

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or

discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

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

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.

- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

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

XV. RECORDKEEPING

~~[NOTE: School districts should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].~~

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as

amended)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)

20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 525

Orig. 1996

Rev. ~~2016~~ 2017

525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

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

III. IMPLEMENTATION OF POLICY

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

policies and procedures related to violence prevention and weapons.

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

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

IV. PREVENTION STRATEGIES

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

[Note: The school board can adopt any of the prevention strategies that it intends to implement in its schools, including some or all of the following sample strategies.]

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

- HI. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- IJ. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- JK. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- KL. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.
- LM. Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.
- MN. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- NO. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- OP. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- PQ. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- R. Develop curriculum on child sexual abuse prevention for students, including age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.
- S. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting

[requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.](#)

V. STUDENT SUPPORT

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

VI. PERSONNEL

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

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
[Minn. Stat. § 120B.234 \(Child Sexual Abuse Prevention Education\)](#)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)

18 U.S.C. § 921 (Definition of Firearm)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
McIntire v. Bethel School, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

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Royalton School District Policy 806

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806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. 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 school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school 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 school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school 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 school 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.

- 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.
- 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.

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.

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.

3. School 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 school district office, or in a secondary location in single building school districts.

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 school 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 school 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 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.)
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 Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school 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 school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

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 school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

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 school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School 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.

E. Warning and Notification Systems

The school 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 school 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 superintendent 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.

G. Media Procedures

The superintendent 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 superintendent 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.

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 superintendent 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.

IV. 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 school 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

V. 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.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school 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 school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

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.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
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 on School Property)

Minn. Rules Ch. 7511 (Fire Safety)
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)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>