

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, August 26, 2021 at 7:00 PM

River Bluff Education Center, Red Wing

395 Guernsey Ln

Red Wing, MN 55066

AGENDA

- I. **Call to Order/Adoption of Agenda:**
- II. **Consent Agenda:**
 - A. Approval of July 22, 2021 Minutes

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GOODHUE COUNTY EDUCATION DISTRICT BOARD

AGENDA

Thursday, July 22, 2021 at 7:00 PM

River Bluff Education Center,

Red Wing 395 Guernsey Ln

Red Wing, MN 55066

MEMBERS PRESENT: J. Stehr, K Anderson, K. Lochner, H. Tauer, J. Wendt

MEMBERS ABSENT: D. Balow

- I. Call to Order/Adoption of Agenda:** J. Wendt called the meeting to order. K. Anderson motioned to adopt the agenda. J. Stehr seconded, motion carried.
- II. Consent Agenda:** K. Lochner motioned to approve the consent agenda. H. Tauer seconded, motion carried.
 - A. Approval of June 23, 2021 Minutes
 - B. Approval of Claims: Katie Lochner
 - C. Staff Updates:
 - 1. Resignations:**
 - 2. New Hire:** *Ashlyn Waters, ECFE Teacher - ZM effective 2021-2022 School Year.*
 - 3. Transfers:** *Wendy Ahern, Assistant Special Education Director to Director of Special Education/Principal.*
 - 4. Re-assignment:**
- III. Public Input:** The policy of the education district board is to encourage discussion by persons of subjects related to the management of the district at board meetings. The board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students. Persons who wish to have a subject discussed at a public board meeting must notify the executive director's office in advance of the board meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed. The board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the board.
- IV. Reports and Communication:**
 - A. Business Manager Report: J. Paradis reported on the 2020-21 budget as of 6/30/2021. We have received \$24,587,701 or 179.93% of the revised revenue budget. Without the COP proceeds, we have received \$11,165,698 which is 81.71% of the revised budget. We have expended \$12,495,105 or 89.84% of the revised expense budget. J. Paradis mentioned that the COP bonds will carry in our fund balance until we pay off our old bonds, which is approximately four years. This will go into a separate reserve fund balance which is then invested into an escrow account. There are many receivables and payable yet to be recognized before the 2020-21 audit if final. Some major items include state and federal aid receivables, sub grant payments to member districts, and Goodhue County HHS. Updated reports will be provided to the board in August and September. We are not looking at a cash flow shortage for 21-22 and the June Bank Rec is included in the board packet for your information. 2020-21 audit is scheduled for October 5 & 6, 2021.
 - B. 5RO Update
 1. K-6 and 7-12 Videos: C. Johnson mentioned that the K-6 and 7-12 videos are now on the 5RO website. These were shared with the board.
 2. Use of Media: C. Johnson commented that local advertising for 5RO is in place with the local radio stations. A list of those stations will be sent out to the board members. At the July Superintendent Meeting, C. Johnson asked that each district add the 5RO website link to their website. K. Cory will be drafting a letter for the superintendents and principals to review to be sent out to parents of those students that are currently enrolled in another online school. C. Johnson mentioned that a press release had been prepared for newspapers in the member districts.
 3. Enrollment Update: C. Johnson mentioned we have currently 28 students enrolled and they represent all of the member districts.
 - C. Staffing Updates: C. Johnson mentioned that we are staffed countywide for itinerant positions except for the long-term School Psychologist Substitute position. We have posted for a Special Education Coordinator position to be shared with Goodhue and Lake City. For our member districts, we will need to hire one special education teacher for LC, two for RW and RBEC is still looking for one teacher. RBEC and RW are still filling paraprofessional positions.
 - D. Upcoming Professional Development: C. Johnson shared the current plans and registration information.

Opportunities include Summer Symposium, restrictive procedures, STAR, Sunday, Zones of Regulation, Behavior, assistive technology, Educlimber, AIM and SAEBRS Training. New Teacher Training and GCED Day will occur on August 25th and 26th, respectively. Summer Symposium is open to all member district staff and administrators. GCED pays for the trainers, materials (for special education programs) and partial stipend for those staff that attend, along with CEU's. The board is welcome to attend GCED day on Aug. 26th. Please let Cindy know if you plan to attend so we can include you in the lunch count. Crisis Prevention Institute (CPI) training, the restrictive procedures program used in the member districts, will be Aug. 23, 24, and 25.

V. Old Business:

- A. Strategic Planning Outcomes: C. Johnson commented this was held on July 12th, 2021 with superintendents, principals and leadership participating during the day. Priority #1 Focus on MTSS (multi-tiers support systems), Priority #2 GCED meetings, Priority #3 Regular Annual Onboarding for Member Districts Administrators, (have all principals attend the first year then only those new principals for the following years). For the last six years we have put together a monthly newsletter, and recently found out that it was not being reached by all member district staff. We will plan better to make sure that all member district staff get informed. We are also utilizing Facebook and Twitter.

VI. New Business:

- A. Special Education Recovery Services and Supports: C. Johnson mentioned that during the recent legislative session, law was passed with requirements for special education teams to review and respond to possible learning loss due to the pandemic. C. Johnson will review the requirements and make recommendations. Prior to December 1, 2021, IEP meetings with parents to see what services were lost during the pandemic. C. Johnson presented this information to the superintendents at the July meeting. During a "normal" year, GCED hosts paperwork nights in the spring and fall. C. Johnson proposed to add additional paperwork nights weekly starting in August and go through September. Those staff would be compensated. C. Johnson developed a flowchart to help with this process. If MDE determines there has been a learning loss that cost would come out of the general fund. Some districts may be able to use ESSER funds.
- B. Review of Policy 503: C. Johnson commented the Board will review Policy 503 Student Attendance to determine if changes should be recommended based on language from the recent legislative session and the Policy moved through the board process. MN 120A.35 ABSENCE FROM SCHOOL FOR RELIGIOUS OBSERVANCE. Reasonable efforts must be made by a school district to accommodate any pupil who wishes to be excused from a curricular activity for a religious observance. A school board must provide annual notice to parents of the school district's policy relating to a pupil's absence from school for religious observance.

VII. Other:

- VIII. Comments: Board/Director:** C. Johnson commented that this week she has been involved with the Special Education Legislative Summit at the national level. As the Minnesota CASE Liaison, C. Johnson coordinates this event for MN participants. A special thank you to Cindy Luhman for scheduling each of the legislative visits. There were about 2,100 special education staff that participated across the United States. C. Johnson and special education staff from SE MN met virtually each of the federal legislative offices representing Minnesota. Had really good feedback from all the representatives and senators.

IX. Next Meeting Date: Thursday August 26, 2021, 7:00 PM at the River Bluff Education Center in Red Wing.

- X. Adjournment:** J. Stehr motioned to adjourn. H. Tauer seconded, motion carried.

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		35785		Wire	1	3232	ENTERPRISE FM TRUST		No	Yes	No	07/29/2021	3,043.10
MERC		35788		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	07/29/2021	4,167.34
MERC		35789		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	Yes	No	07/29/2021	37,586.06
MERC		35790		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	07/29/2021	13,190.23
MERC		35791		Wire	1	2392	US Dept of Treasury		No	Yes	No	07/29/2021	61,101.95
MERC		35792		Wire	1	2396	MN Dept of Revenue		No	No	No	07/29/2021	10,049.07
MERC		35793		Wire	1	2501	Merchants Bank		No	Yes	No	07/29/2021	2,499.50
MERC		35837		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	08/11/2021	5,281.93
MERC		35838		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	No	No	08/11/2021	43,094.93
MERC		35839		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	08/11/2021	5,173.90
MERC		35840		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	08/11/2021	297.06
MERC		35841		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	08/11/2021	13,190.23
MERC		35842		Wire	1	2392	US Dept of Treasury		No	No	No	08/11/2021	72,777.31
MERC		35843		Wire	1	2396	MN Dept of Revenue		No	No	No	08/11/2021	11,832.49
MERC		35844		Wire	1	2501	Merchants Bank		No	No	No	08/11/2021	2,499.50
MERC		35845		Wire	1	3329	CHASE CARD SERVICES		No	No	No	08/11/2021	8,187.30
MERC	01	33323	17271	Check	1	2953	MCCORD, NAOMI		Yes	No	Yes	08/10/2021	(20.00)
MERC		35666	19210	Check	1	3509	J AND M CHAINSAWS		Yes	Yes	Yes	07/21/2021	(37.00)
MERC		35782	19297	Check	1	3510	aLEARNcoach	Ind/Sole Proprietor	Yes	No	No	07/29/2021	1,299.00
MERC		35779	19298	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	07/29/2021	25.00
MERC		35778	19299	Check	1	3412	BAKER TILLY MUNICIPAL ADVISORS, LL		Yes	No	No	07/29/2021	800.00
MERC		35777	19300	Check	1	3360	BOLDUAN, NICOLE		Yes	No	No	07/29/2021	224.12
MERC		35763	19301	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	07/29/2021	125.00
MERC		35769	19302	Check	1	2871	EMC Insurance Companies		Yes	No	No	07/29/2021	11,822.56
MERC		35772	19303	Check	1	3126	FERNBROOK FAMILY CENTER		Yes	No	No	07/29/2021	1,829.85
MERC		35759	19304	Check	1	1031	INFOBASE		Yes	No	No	07/29/2021	3,359.91
MERC		35771	19305	Check	1	3040	INTEREUM		Yes	No	No	07/29/2021	419.82
MERC		35764	19306	Check	1	2251	KENNEDY & GRAVEN		Yes	No	No	07/29/2021	390.00
MERC		35753	19307	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	07/29/2021	105,669.70
MERC		35776	19308	Check	1	3337	KEVIN'S SERVICE	Ind/Sole Proprietor	Yes	No	No	07/29/2021	416.68
MERC		35773	19309	Check	1	3287	KREMER, MICHELE		Yes	No	No	07/29/2021	143.36
MERC		35762	19310	Check	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	No	No	07/29/2021	20,452.00
MERC		35784	19311	Check	1	3518	LARSON, BRIDGET		Yes	No	No	07/29/2021	67.20
MERC		35766	19312	Check	1	2345	LEWISTON-ALTURA SCHOOLS		Yes	No	No	07/29/2021	1,496.75
MERC		35754	19313	Check	1	00707	MENARD'S RED WING		Yes	No	No	07/29/2021	157.00
MERC		35755	19314	Check	1	02672	METRO SALES, INC.		Yes	No	No	07/29/2021	558.00
MERC		35774	19315	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	07/29/2021	2,451.81
MERC		35761	19316	Check	1	1307	NERISON, JENNIFER		Yes	No	No	07/29/2021	39.94
MERC		35781	19317	Check	1	3491	ORANGEBALL CREATIVE		Yes	No	No	07/29/2021	5,000.00

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		35767	19318	Check	1	2648	OTICON		Yes	No	No	07/29/2021	1,079.98
MERC		35780	19319	Check	1	3450	PAPER 101		Yes	No	No	07/29/2021	1,112.00
MERC		35760	19320	Check	1	1150	PHONAK, LLC		Yes	No	No	07/29/2021	2,526.99
MERC		35757	19321	Check	1	06510	PRO-ED, INC		Yes	No	No	07/29/2021	331.10
MERC		35783	19322	Check	1	3517	Q MEDIA GROUP LLC	LLC - Partnership	Yes	No	No	07/29/2021	3,249.12
MERC		35758	19323	Check	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	07/29/2021	1,259.79
MERC		35775	19324	Check	1	3309	RESOUND		Yes	No	No	07/29/2021	70.00
MERC		35768	19325	Check	1	2656	THEIS DANIELLE		Yes	No	No	07/29/2021	2,000.00
MERC		35765	19326	Check	1	2324	TIERNEY BROTHERS, INC.		Yes	No	No	07/29/2021	4,153.60
MERC		35770	19327	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	07/29/2021	290.00
MERC		35756	19328	Check	1	04565	ZUMBROTA-MAZEPPA PUBLIC SCHOOL		Yes	No	No	07/29/2021	1,507.20
MERC		35787	19329	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	07/29/2021	828.07
MERC		35786	19330	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	07/29/2021	2,468.65
MERC		35820	19331	Check	1	3052	ACT, INC		Yes	No	No	08/11/2021	56.50
MERC		35805	19332	Check	1	09163	ALLEGRA		Yes	No	No	08/11/2021	228.75
MERC		35826	19333	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	08/11/2021	61.13
MERC		35834	19334	Check	1	3505	CAPITAL ONE		Yes	No	No	08/11/2021	18.14
MERC		35795	19335	Check	1	00433	CITY OF RED WING		Yes	No	No	08/11/2021	477.81
MERC		35824	19336	Check	1	3276	CUSTOM COMMUNICATIONS		Yes	No	No	08/11/2021	399.00
MERC		35831	19337	Check	1	3457	DIVERSIONS SOLUTIONS		Yes	No	No	08/11/2021	299.88
MERC		35808	19338	Check	1	1554	DON JOHNSTON	S Corporation	Yes	No	No	08/11/2021	1,944.00
MERC		35809	19339	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	08/11/2021	828.07
MERC		35811	19340	Check	1	2284	E. B. C., LLC /ACS		Yes	No	No	08/11/2021	117.03
MERC		35830	19341	Check	1	3444	EDGEUNITY INC		Yes	No	No	08/11/2021	975.00
MERC		35804	19342	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	08/11/2021	2,468.65
MERC		35816	19343	Check	1	2871	EMC Insurance Companies		Yes	No	No	08/11/2021	11,522.00
MERC		35801	19344	Check	1	04580	GRIMSRUD PUBLISHING INC		Yes	No	No	08/11/2021	46.30
MERC		35817	19345	Check	1	2879	INFINITE CAMPUS INC		Yes	No	No	08/11/2021	6,650.00
MERC		35815	19346	Check	1	2865	INTELLICENTS		Yes	No	No	08/11/2021	1,250.00
MERC		35825	19347	Check	1	3287	KREMER, MICHELE		Yes	No	No	08/11/2021	360.64
MERC		35807	19348	Check	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	No	No	08/11/2021	55,273.00
MERC		35836	19349	Check	1	3518	LARSON, BRIDGET		Yes	No	No	08/11/2021	152.32
MERC		35812	19350	Check	1	2440	LIBERTY'S RESTAURANT		Yes	No	No	08/11/2021	188.07
MERC		35803	19351	Check	1	06646	MASA		Yes	No	No	08/11/2021	15.00
MERC		35802	19352	Check	1	05403	MASE		Yes	No	No	08/11/2021	1,328.00
MERC		35818	19353	Check	1	2953	MCCORD, NAOMI		Yes	No	No	08/11/2021	20.00
MERC		35797	19354	Check	1	00707	MENARD'S RED WING		Yes	No	No	08/11/2021	63.97
MERC		35798	19355	Check	1	02672	METRO SALES, INC.		Yes	No	No	08/11/2021	1,817.00
MERC		35794	19356	Check	1	00131	MN DEPT OF LABOR & INDUSTRY		Yes	No	No	08/11/2021	40.00

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		35813	19357	Check	1 2711		MIN PEIP		Yes	No	No	08/11/2021	61,605.92
MERC		35835	19358	Check	1 3514		NILSSEN'S FOODS		Yes	No	No	08/11/2021	1.19
MERC		35823	19359	Check	1 3267		NORTH RISK PARTNERS - C.O. BROWN		Yes	No	No	08/11/2021	5,625.98
MERC		35827	19360	Check	1 3418		PEOPLE INCORPORATED TRAINING IN		Yes	No	No	08/11/2021	1,260.00
MERC		35806	19361	Check	1 1150		PHONAK, LLC		Yes	No	No	08/11/2021	914.99
MERC		35796	19362	Check	1 00443		RED WING ACE HARDWARE		Yes	No	No	08/11/2021	14.01
MERC		35829	19363	Check	1 3434		SCHOLASTIC		Yes	No	No	08/11/2021	329.67
MERC		35832	19364	Check	1 3474		SFGFII, LLC		Yes	No	No	08/11/2021	121.09
MERC		35828	19365	Check	1 3419		SFRC, LLC-TERRAFORM POWER		Yes	No	No	08/11/2021	5,321.73
MERC		35822	19366	Check	1 3207		SHERWIN-WILLIAMS CO.		Yes	No	No	08/11/2021	155.04
MERC		35821	19367	Check	1 3078		SHRED-N-GO	S Corporation	Yes	No	No	08/11/2021	55.75
MERC		35799	19368	Check	1 03977		SOUTHEAST SERVICE COOPERATIVE		Yes	No	No	08/11/2021	1,650.00
MERC		35810	19369	Check	1 2234		SOUTHWESTWST CENTRL SERV.COC		Yes	No	No	08/11/2021	16,634.25
MERC		35833	19370	Check	1 3496		TRAFERA		Yes	No	No	08/11/2021	99,268.00
MERC		35819	19371	Check	1 3011		U.S. BANK EQUIPMENT FINANCE		Yes	No	No	08/11/2021	689.00
MERC		35814	19372	Check	1 2716		UCPGC INFINITEC MN GRANT		Yes	No	No	08/11/2021	4,204.75
MERC		35800	19373	Check	1 04565		ZUMBROTA-MAZEPPA PUBLIC SCHOOL		Yes	No	No	08/11/2021	72,249.07

Bank Total: \$828,239.80

Report Total: \$828,239.80

C. Staff Updates:

1. **Resignations:** *Naomi McCord, Paraprofessional — RBEC effective immediately; Suzanne Griffin, Instructional Coach — ZM effective immediately.*
2. **New Hire:** *Catherine Roath, 7-12 Social Studies Teacher — 5RO effective 2021-2022 school year; Elizabeth Runquist, Special Education Teacher — RBEC effective 2021-2022 school year; Emily Klapperich, EC Paraprofessional — ZM effective 2021-2022 school year; Jill Rohan, Coordinator — .4 GDH/.6 LC pending release from RW; Katherine Gadiant, ECSE Teacher — KW effective 2021-2022 school year; Nathan Weess 4-6/Math & 7/8 Math - 5RO effective 2021-2022 school year; Paul Putt, EL Teacher — KW effective 2021-2022 school year; Sara Thompson, K-3 Teacher — 5RO effective 2021-2022 school year; Dan Marrs, K-12 Music Teacher — 5RO/REACH effective 2021-2022 school year pending RW board action; Sharp, Jennifer, Elementary Teacher — 5RO effective 2021-22.*
3. **Transfers:** *Heather Zeissler, EL Teacher — KW to 7-12 ELA Teacher — 5RO effective 2021-2022 school year.*
4. **Re-assignment:**

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

IV. **Reports and Communication:**

A. Business Manager Report

Business Manager Report 8-26-21

Budget 2020-21 as of 6/30/21

This is the second look at 6/30/21. We have earned \$24,688,656 or 180.67% of the revised revenue budget. Without the COP proceeds, we have received \$11,266,653 which is 82.45% of the revised budget. We have expended \$12,779,359 or 91.88% of the revised expense budget. There are many receivables and payables yet to be recognized before the 2020-21 audit is final. Some major items include state and federal aids receivable, sub grant payments to member districts, and Goodhue County HHS. Updated reports will be provided to the board in August and September.

Cash Flow

We are not looking at a cash flow shortage for 21-22.

July Bank Rec

For your information

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

GOODHUE COUNTY ED DISTRICT | June 30, 2021

REVENUE CATEGORIES				June 30,	June 30,	June 30,				Current YTD vs. PYTD	June 30, 2020	June 30, 2019
	June 30, 2019	June 30, 2020	Revised Budget	2021	2020	2019	Received	% of Budget Received	% of Actuals Received			
STATE	3,213,240	3,753,316	3,463,980	3,105,529	358,451	89.65%	100.00%	100.00%	(647,787)	3,753,316	3,213,240	
FEDERAL	1,770,360	1,842,614	2,004,402	1,326,210	678,192	66.16%	100.00%	100.00%	(516,405)	1,842,614	1,770,360	
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
LOCAL SALES, INS RECOVERY & JUDGEMENTS	307,386	5,053	8,671	13,769	(5,098)	158.80%	100.00%	100.00%	8,717	5,053	307,386	
SALE OF BONDS & LOANS	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0	
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
LOCAL (FEES, INTEREST, ETC.)	7,127,507	7,502,882	8,187,866	6,821,146	1,366,720	83.31%	100.00%	100.00%	(681,736)	7,502,882	7,127,507	
TOTALS	12,418,492	13,103,865	13,664,919	24,688,656	(11,023,737)	180.67%	100.00%	100.00%	11,584,791	13,103,865	12,418,492	

EXPENDITURES (OBJECT SERIES)				June 30,	June 30,	June 30,				Current YTD vs. PYTD	June 30, 2020	June 30, 2019
	June 30, 2019	June 30, 2020	Revised Budget	2021	2020	2019	Expended YTD	% of Budget Expended	% of Actuals Expended			
SALARIES & WAGES	5,919,959	6,337,951	6,726,926	6,937,882	(210,956)	103.14%	100.00%	100.00%	599,931	6,337,951	5,919,959	
EMPLOYEE BENEFITS	1,495,180	1,628,182	1,755,826	1,777,720	(21,894)	101.25%	100.00%	100.00%	149,538	1,628,182	1,495,180	
PURCHASED SERVICES	3,444,894	3,586,395	3,730,025	1,940,896	1,789,129	52.03%	100.00%	100.00%	(1,645,499)	3,586,395	3,444,894	
SUPPLIES	377,522	276,713	529,976	404,749	125,227	76.37%	100.00%	100.00%	128,036	276,713	377,522	
EQUIPMENT	1,057,823	1,105,035	1,140,720	1,690,813	(550,093)	148.22%	100.00%	100.00%	585,779	1,105,035	1,057,823	
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OTHER EXPENDITURES	53,630	55,152	24,755	27,299	(2,544)	110.28%	100.00%	100.00%	(27,853)	55,152	53,630	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
TOTALS	12,349,007	12,989,428	13,908,228	12,779,359	1,128,869	91.88%	100.00%	100.00%	(210,069)	12,989,428	12,349,007	

EXPENDITURES (PROGRAM SERIES)				June 30,	June 30,	June 30,				Current YTD vs. PYTD	June 30, 2020	June 30, 2019
	June 30, 2019	June 30, 2020	Revised Budget	2021	2020	2019	Expended YTD	% of Budget Expended	% of Actuals Expended			
SITE ADMINISTRATION	78,555	59,029	89,321	97,953	(8,632)	109.66%	100.00%	100.00%	38,924	59,029	78,555	
DISTRICT ADMINISTRATION	125,920	99,448	90,645	79,846	10,799	88.09%	100.00%	100.00%	(19,602)	99,448	125,920	
SUPPORT SERVICES	187,030	202,150	233,701	225,588	8,113	96.53%	100.00%	100.00%	23,438	202,150	187,030	
REGULAR INSTRUCTION	1,457,714	1,493,398	1,513,472	885,735	627,737	58.52%	100.00%	100.00%	(607,664)	1,493,398	1,457,714	
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
VOCATIONAL INSTRUCTION	295,462	308,496	330,803	325,809	4,994	98.49%	100.00%	100.00%	17,313	308,496	295,462	
SPECIAL EDUCATION	6,998,990	7,611,603	8,013,645	7,036,290	977,355	87.80%	100.00%	100.00%	(575,313)	7,611,603	6,998,990	
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INSTRUCTIONAL SUPPORT	460,906	364,829	439,480	470,684	(31,204)	107.10%	100.00%	100.00%	105,855	364,829	460,906	
PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,575,311	1,572,490	2,821	99.82%	100.00%	100.00%	205,410	1,367,080	1,277,968	
FACILITIES	1,466,464	1,483,396	1,621,850	2,084,966	(463,116)	128.55%	100.00%	100.00%	601,569	1,483,396	1,466,464	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
TOTALS	12,349,007	12,989,428	13,908,228	12,779,359	1,128,869	91.88%	100.00%	100.00%	(210,069)	12,989,428	12,349,007	

SUMMARY - ALL FUNDS				June 30,	June 30,	June 30,				Current YTD vs. PYTD	June 30, 2020	June 30, 2019
	June 30, 2019	June 30, 2020	Revised Budget	2021	2020	2019	YTD	% of Budget Expended	% of Actuals Expended			
SUMMARY												
REVENUE	12,418,492	13,103,865	13,664,919	24,688,656	(11,023,737)	180.67%	100.00%	100.00%	11,584,791	13,103,865	12,418,492	
EXPENDITURES	12,349,032	12,989,428	13,908,228	12,779,359	1,128,869	91.88%	100.00%	100.00%	(210,069)	12,989,428	12,349,032	
SPENDING VARIANCE	69,460	114,437	(243,309)	11,909,297	N/A	N/A	N/A	N/A	11,794,860	114,437	69,460	

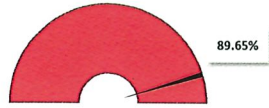
GENERAL FUND - REVENUE SUMMARY

GOODHUE COUNTY ED DISTRICT | June 30, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Current Budget	Revenue YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2020	June 30, 2019
						2021	2020	2019			
						% of Budget Received	% of Actuals Received	% of Actuals Received			
LOCAL REVENUES											
021 TUITION & REIMBURSEMENTS FROM MN SCHOOL DISTRICTS	6,479,127	6,819,678	7,437,782	6,189,010	1,248,772	83.21%	100.00%	100.00%	(630,668)	6,819,678	6,479,127
050 FEES FROM PATRONS	250	350	0	0	0	0.00%	100.00%	100.00%	(350)	350	250
071 MEDICAL ASSISTANCE REV RECEIVED FROM MN DEPT OF HUMAN	0	0	125,500	3,979	121,521	3.17%	0.00%	0.00%	3,979	0	0
092 INTEREST EARNINGS	19,669	10,542	7,000	3,643	3,357	52.05%	100.00%	100.00%	(6,899)	10,542	19,669
093 RENT	8,806	27,878	7,000	4,245	2,756	60.64%	100.00%	100.00%	(23,634)	27,878	8,806
096 GIFTS AND BEQUESTS	2,289	1,981	1,326	6,044	(4,718)	455.83%	100.00%	100.00%	4,063	1,981	2,289
099 MISCELLANEOUS REVENUE FROM LOCAL SOURCES	617,364	642,452	609,258	614,224	(4,966)	100.82%	100.00%	100.00%	(28,228)	642,452	617,364
Total LOCAL REVENUES	7,127,507	7,502,882	8,187,866	6,821,146	1,366,720	83.31%	100.00%	100.00%	(681,736)	7,502,882	7,127,507
STATE REVENUES											
211 GENERAL EDUCATION AID	100,251	149,608	122,885	111,184	11,701	90.48%	100.00%	100.00%	(38,424)	149,608	100,251
300 STATE AID RECEIVED FROM MN EDUCATION FOR WHICH A FINANC	189,851	204,001	204,001	147,161	56,840	72.14%	100.00%	100.00%	(56,840)	204,001	189,851
360 STATE AID FOR SPECIAL EDUCATION	2,859,014	3,356,875	3,136,594	2,847,184	289,410	90.77%	100.00%	100.00%	(509,691)	3,356,875	2,859,014
370 OTHER REVENUE FROM MN DEPT OF EDUCATION	29,285	7,459	500	0	500	0.00%	100.00%	100.00%	(7,459)	7,459	29,285
397 TRA AND PERA SPECIAL FUNDING SITUATIONS REVENUE	34,839	35,373	0	0	0	0.00%	100.00%	100.00%	(35,373)	35,373	34,839
Total STATE REVENUES	3,213,240	3,753,316	3,463,980	3,105,529	358,451	89.65%	100.00%	100.00%	(647,787)	3,753,316	3,213,240
FEDERAL REVENUES RECEIVED FROM STATE											
400 FEDERAL AIDS RECEIVED THROUGH MDE (EXCEPT AS NOTED FOR	1,770,360	1,842,614	2,004,402	1,326,210	678,192	66.16%	100.00%	100.00%	(516,405)	1,842,614	1,770,360
Total FEDERAL REVENUES RECEIVED FROM STATE	1,770,360	1,842,614	2,004,402	1,326,210	678,192	66.16%	100.00%	100.00%	(516,405)	1,842,614	1,770,360
FEDERAL REVENUES RECEIVED FROM FED SOURCES											
500 FEDERAL AID RECEIVED FROM FEDERAL SOURCES FOR WHICH A	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total FEDERAL REVENUES RECEIVED FROM FED SOURCES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS											
619 COST OF MATERIALS FOR FUND RAISERS (CONTRA REVENUE)	0	(433)	(500)	0	(500)	0.00%	100.00%	0.00%	433	(433)	0
620 SALES OF MATERIALS FROM REVENUE PRODUCING ACTIVITIES	0	954	950	0	950	0.00%	100.00%	0.00%	(954)	954	0
622 SALE OF MATERIALS (NET OF TAX)	143	522	3,500	5,399	(1,899)	154.24%	100.00%	100.00%	4,877	522	143
624 Sale of Equipment	0	0	0	3,650	(3,650)	0.00%	0.00%	0.00%	3,650	0	0
625 INSURANCE RECOVERY	0	4,010	4,721	4,721	0	99.99%	100.00%	0.00%	710	4,010	0
628 JUDGMENTS FOR THE SCHOOL DISTRICT	307,243	0	0	0	0	0.00%	0.00%	100.00%	0	0	307,243
Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS	307,386	5,053	8,671	13,769	(5,098)	158.80%	100.00%	100.00%	8,717	5,053	307,386
SALE OF BONDS AND LOANS											
635 CERTIFICATES OF PARTICIPATION (LEASE-PURCHASE)	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0
Total SALE OF BONDS AND LOANS	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0
INCOMING TRANSFERS FROM OTHER FUNDS											
649 PERMANENT TRANSFERS FROM OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total INCOMING TRANSFERS FROM OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,418,492	13,103,865	13,664,919	24,688,656	(11,023,737)	180.67%	100.00%	100.00%	11,584,791	13,103,865	12,418,492

YTD % Received vs. PYTD % Received

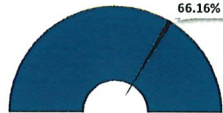
State Revenues YTD



Prior YTD State Revenues

100.00%

Federal Revenues YTD



Prior YTD Federal Revenues

100.00%

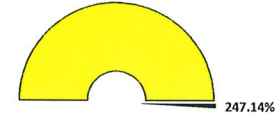
Property Taxes YTD



Prior Year to Date Property Taxes

#DIV/0!

Other Local YTD



Prior Year to Date Local Revenues

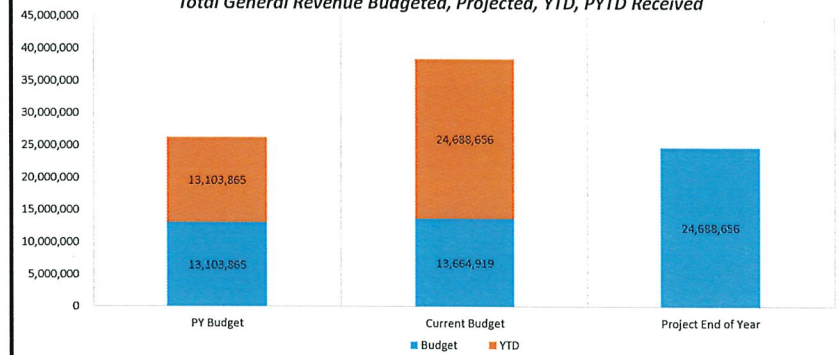
100.00%

Top 5 Revenues Received YTD by Source Code 3

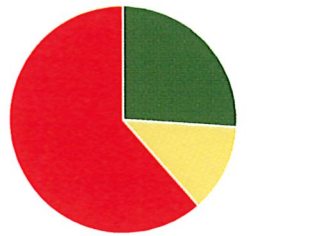
Variance from PYTD Received

	<i>Current YTD</i>	<i>Variance vs. PYTD Received</i>
1 GENERAL FUND TOTAL	\$24,688,656	\$11,584,791
2 Total SALE OF BONDS AND LC	\$13,422,003	\$13,422,003
3 Total LOCAL REVENUES	\$6,821,146	-\$681,736
4 TUITION & REIMBURSEMENT	\$6,189,010	-\$630,668
5 Total STATE REVENUES	\$3,105,529	-\$647,787

Total General Revenue Budgeted, Projected, YTD, PYTD Received

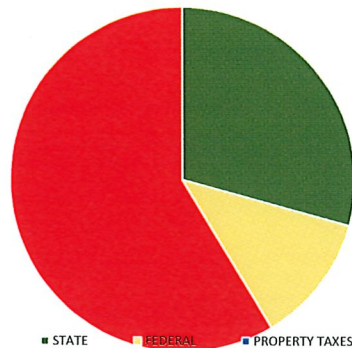


Current Year Revenue Budget



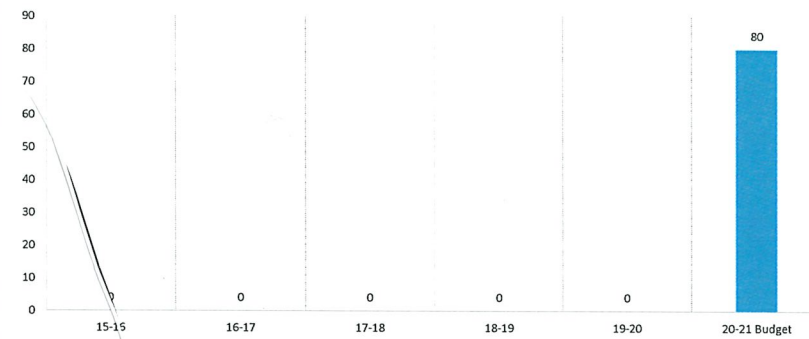
■ STATE ■ FEDERAL ■ PROPERTY TAXES ■ LOCAL

Prior Year Revenue Budget

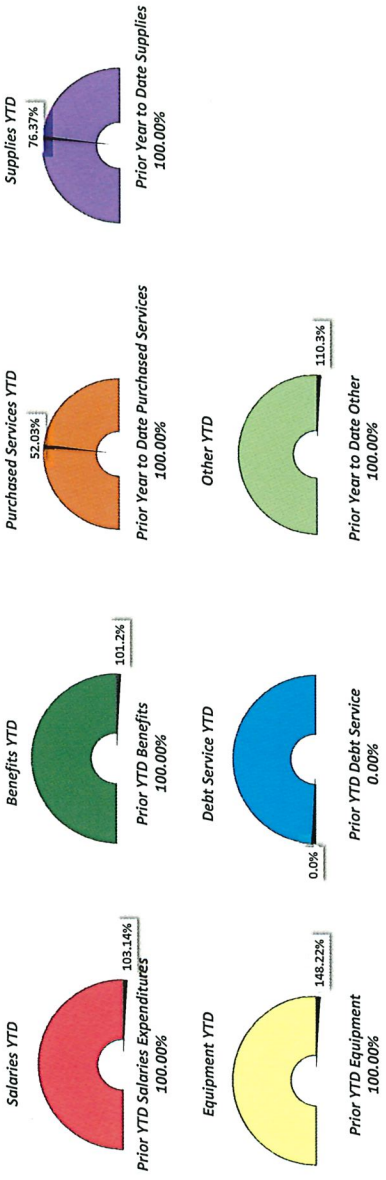


■ STATE ■ FEDERAL ■ PROPERTY TAXES ■ LOCAL

End of Year ADM History



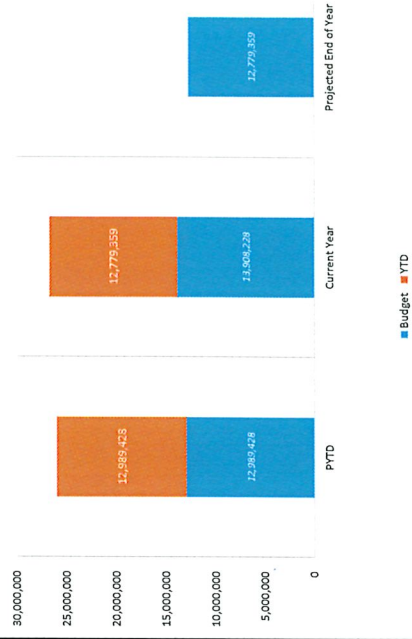
YTD % Expenditures vs. PYTD % Expenditures



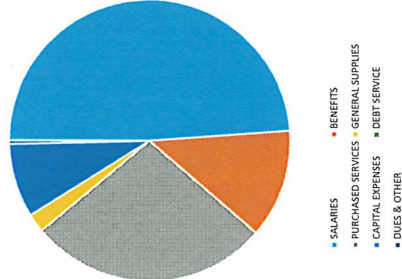
Top 10 Expenditures YTD by Object Code 3

	Current YTD	Variance vs. PYTD
1. LICENSED CLASSROOM TEACHER	\$2,216,042	\$75,733
2. TOTAL PURCHASED S	\$1,940,896	-\$1,645,499
3. TOTAL EMPLOYEE BENEFITS	\$1,777,720	\$149,538
4. TOTAL SUPPLIES & EQUIPMENT	\$1,690,813	\$585,779
5. ADMINISTRATION/SUPERVISION	\$755,971	\$26,797
6. SCHOOL PSYCHOLOGIST	\$740,035	\$61,899
7. EDUCATIONAL/SPEECH LANG. P.	\$670,750	\$210,378
8. SCHOOL SOCIAL WORKER	\$623,452	\$63,216
9. FICA/MEDICARE	\$504,793	\$40,437
10. HEALTH INSURANCE	\$490,202	\$26,160

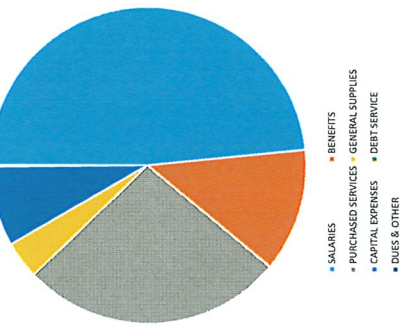
Total General Expenditures Budgeted, Projected, YTD and, PYTD Expended



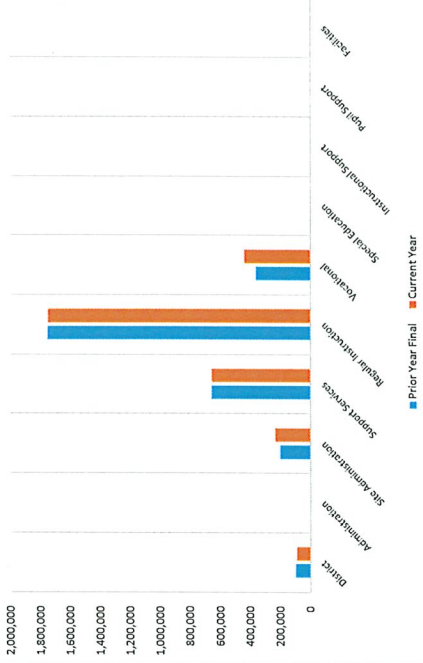
Prior Year Final Exp Budget



Current Year Exp Budget



Prior Year Final and Current Expenditures by Program



GENERAL FUND - EXPENDITURES BY OBJECT CODE

GOODHUE COUNTY ED DISTRICT | June 30, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	June 30, 2021	June 30, 2020	June 30, 2019	Current YTD vs. Prior YTD	June 30, 2020	June 30, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	750,036	729,173	759,989	755,971	4,018	99.47%	100.00%	100.00%	26,797	729,173	750,036
140 LICENSED CLASSROOM TEACHER	1,933,673	2,140,310	2,198,066	2,216,042	(17,976)	100.82%	100.00%	100.00%	75,733	2,140,310	1,933,673
141 NON-LICENSED CLASSROOM PERSON	0	0	0	200	(200)	0.00%	0.00%	0.00%	200	0	0
143 LICENSED INSTRUCTIONAL SUPPORT	284,595	269,261	272,263	278,660	(6,397)	102.35%	100.00%	100.00%	9,399	269,261	284,595
145 SUBSTITUE TEACHER SALARIES	191	0	0	0	0	0.00%	0.00%	100.00%	0	0	191
146 SUBSTITUTE NON-LICENSED CLASSR	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
150 PHYSICAL THERAPIST	132,992	138,070	140,574	140,773	(199)	100.14%	100.00%	100.00%	2,703	138,070	132,992
151 OCCUPATIONAL THERAPIST	224,109	233,813	288,269	287,012	1,257	99.56%	100.00%	100.00%	53,199	233,813	224,109
152 EDUCATIONAL/SPEECH LANG. PATHO	413,643	460,372	657,201	670,750	(13,549)	102.06%	100.00%	100.00%	210,378	460,372	413,643
153 AUDIOLOGIST	62,475	64,500	65,850	65,850	0	100.00%	100.00%	100.00%	1,350	64,500	62,475
154 SCHOOL NURSE	105,756	110,204	168,563	162,557	6,006	96.44%	100.00%	100.00%	52,352	110,204	105,756
155 LICENSED NURSING SERVICES	21,407	27,433	25,472	27,571	(2,099)	108.24%	100.00%	100.00%	138	27,433	21,407
156 SCHOOL SOCIAL WORKER	502,660	560,237	620,329	623,452	(3,123)	100.50%	100.00%	100.00%	63,216	560,237	502,660
157 SCHOOL PSYCHOLOGIST	623,518	678,136	750,909	740,035	10,874	98.55%	100.00%	100.00%	61,899	678,136	623,518
161 CERT. PARA & PERSONAL CARE ASSI	368,703	368,768	314,365	411,293	(96,928)	130.83%	100.00%	100.00%	42,525	368,768	368,703
162 CERT. ONE-TO-ONE PARAPROFESSIO	20,664	55,433	61,061	46,080	14,981	75.47%	100.00%	100.00%	(9,353)	55,433	20,664
163 FOREIGN LANGUAGE INTERPRETER	0	142	0	0	0	0.00%	100.00%	0.00%	(142)	142	0
164 INTERPRETER FOR THE DEAF	58,534	58,315	44,613	60,081	(15,468)	134.67%	100.00%	100.00%	1,766	58,315	58,534
170 NON-INSTRUCTIONAL SUPPORT	178,162	178,355	173,617	174,504	(887)	100.51%	100.00%	100.00%	(3,852)	178,355	178,162
174 THERAPUTIC RECREATIONAL SERV. &	40,039	39,252	40,146	40,183	(37)	100.09%	100.00%	100.00%	931	39,252	40,039
185 OTHER SALARY PAYMENTS (LICENSE	152,706	182,692	139,586	193,401	(53,815)	138.55%	100.00%	100.00%	10,709	182,692	152,706
186 OTHER SALARY PAYMENTS (NON-LICI	46,097	43,484	6,053	43,468	(37,415)	718.13%	100.00%	100.00%	(16)	43,484	46,097
TOTAL SALARIES AND WAGES	5,919,959	6,337,951	6,726,926	6,937,882	(210,956)	103.14%	100.00%	100.00%	599,931	6,337,951	5,919,959
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	432,024	464,356	500,669	504,793	(4,124)	100.82%	100.00%	100.00%	40,437	464,356	432,024
214 PERA (PUBLIC EMPLOYEE RETIREMEI	78,631	81,941	74,298	82,177	(7,879)	110.60%	100.00%	100.00%	236	81,941	78,631
218 TRA (TEACHERS RETIREMENT ASSOC	357,700	394,478	444,533	457,804	(13,271)	102.99%	100.00%	100.00%	63,326	394,478	357,700
220 HEALTH INSURANCE	435,380	464,042	498,768	490,202	8,566	98.28%	100.00%	100.00%	26,160	464,042	435,380
230 LIFE INSURANCE	7,070	8,626	10,127	10,118	9	99.91%	100.00%	100.00%	1,492	8,626	7,070
235 DENTAL INSURANCE	16,349	16,831	18,572	17,437	1,135	93.89%	100.00%	100.00%	605	16,831	16,349
240 LONG TERM DISABILITY INSURANCE	7,831	9,509	9,593	9,437	156	98.37%	100.00%	100.00%	(72)	9,509	7,831
250 TAX SHELTERED ANNUITIES/MN DEFE	68,848	88,920	105,333	107,559	(2,226)	102.11%	100.00%	100.00%	18,639	88,920	68,848
251 TAX ADVANTAGE EMPLOYER-SPONSC	0	4,983	5,000	7,629	(2,629)	152.57%	100.00%	0.00%	2,646	4,983	0
270 WORKERS COMPENSATION	85,951	93,312	78,933	90,565	(11,632)	114.74%	100.00%	100.00%	(2,747)	93,312	85,951
280 UNEMPLOYMENT COMPENSATION	5,395	1,185	10,000	0	10,000	0.00%	100.00%	100.00%	(1,185)	1,185	5,395
TOTAL EMPLOYEE BENEFITS	1,495,180	1,628,182	1,755,826	1,777,720	(21,894)	101.25%	100.00%	100.00%	149,538	1,628,182	1,495,180
PURCHASED SERVICES											
303 FEDERAL SUB AWARDS AND SUB COI	424,033	418,739	427,962	347,334	80,628	81.16%	100.00%	100.00%	(71,405)	418,739	424,033
304 FEDERAL SUB AWARDS AND SUB COI	496,942	505,372	474,953	194,442	280,511	40.94%	100.00%	100.00%	(310,930)	505,372	496,942
305 CONSULTING FEES/FEES FOR SERVIC	204,595	181,059	248,890	287,998	(39,108)	115.71%	100.00%	100.00%	106,939	181,059	204,595
307 CONTRACTED SUBS FOR SPEC ED PF	34,924	38,237	39,242	9,168	30,074	23.36%	100.00%	100.00%	(29,069)	38,237	34,924
308 FEDERAL TUITION BILL PAYMENTS UF	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
309 FEDERAL TUITION BILL PAYMENTS IN	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
315 REPAIRS AND MAINTENANCE FOR CO	0	0	6,856	0	6,856	0.00%	0.00%	0.00%	0	0	0
316 SERVICES PURCHASED FROM OTHER	4,439	6,002	6,231	6,231	0	100.00%	100.00%	100.00%	229	6,002	4,439
320 COMMUNICATION SERVICES	18,215	18,669	1,359	22,849	(21,490)	1681.31%	100.00%	100.00%	4,180	18,669	18,215
329 POSTAGE AND PARCEL SERVICES	3,006	3,858	4,000	4,175	(175)	104.38%	100.00%	100.00%	318	3,858	3,006
330 UTILITY SERVICES	49,817	37,977	55,000	47,214	7,787	85.84%	100.00%	100.00%	9,237	37,977	49,817
340 INSURANCE	35,885	38,991	40,800	45,515	(4,715)	111.56%	100.00%	100.00%	6,523	38,991	35,885
350 REPAIRS AND MAINTENANCE	137,199	159,477	177,133	90,593	86,540	51.14%	100.00%	100.00%	(68,883)	159,477	137,199
360 TRANSPORTATION CONTRACTS WITH	5,795	765	6,323	643	5,680	10.17%	100.00%	100.00%	(122)	765	5,795
365 INTERDEPARTMENTAL TRANSPORTA'	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses' YTD	Budget Remaining	June 30, 2021	June 30, 2020	June 30, 2019	Current YTD vs. Prior YTD	June 30, 2020	June 30, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
366 TRAVEL, CONVENTIONS, AND CONFERENCE	155,850	157,056	181,587	124,916	56,671	68.79%	100.00%	100.00%	(32,139)	157,056	155,850
368 OUT-OF-STATE TRAVEL, FEDERAL REVENUE	4,395	4,148	0	0	0	0.00%	100.00%	100.00%	(4,148)	4,148	4,395
370 OPERATING LEASES OR RENTALS	15,300	15,760	22,260	5,717	16,543	25.68%	100.00%	100.00%	(10,043)	15,760	15,300
379 Qualified Mental Health Professional Services	0	0	9,418	9,418	(0)	100.00%	0.00%	0.00%	9,418	0	0
389 STAFF TUITION AND OTHER REIMBURSEMENTS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
390 PAYMENTS FOR EDUCATIONAL PURPOSES	0	417	0	0	0	0.00%	100.00%	0.00%	(417)	417	0
391 PAYMENTS TO MN ISD'S (COST SHARING)	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
393 SPECIAL EDUCATION AND TRANSITION SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
394 PAYMENTS FOR EDUCATIONAL PURPOSES	823,072	915,023	936,495	433,248	503,247	46.26%	100.00%	100.00%	(481,776)	915,023	823,072
396 SALARY PURCHASED FROM ANOTHER AGENCY	771,876	818,972	814,058	244,679	569,379	30.06%	100.00%	100.00%	(574,293)	818,972	771,876
397 BENEFITS PURCHASED FROM ANOTHER AGENCY	259,551	265,873	277,458	66,757	210,701	24.06%	100.00%	100.00%	(199,116)	265,873	259,551
TOTAL PURCHASED SERVICES	3,444,894	3,586,395	3,730,025	1,940,896	1,789,129	52.03%	100.00%	100.00%	(1,645,499)	3,586,395	3,444,894
SUPPLIES											
401 SUPPLIES AND MATERIALS-NON-INSTRUCTIONAL	51,335	34,380	94,847	88,227	6,620	93.02%	100.00%	100.00%	53,847	34,380	51,335
405 NON-INSTRUCTIONAL COMPUTER SOFTWARE	82,962	74,814	91,273	91,313	(40)	100.04%	100.00%	100.00%	16,499	74,814	82,962
406 INSTRUCTIONAL SOFTWARE LICENSES	35,563	37,665	76,742	79,514	(2,772)	103.61%	100.00%	100.00%	41,849	37,665	35,563
430 SUPPLIES AND MATERIALS-NON-INDIVIDUAL	13,934	10,842	11,491	4,549	6,942	39.59%	100.00%	100.00%	(6,294)	10,842	13,934
433 SUPPLIES AND MATERIALS - INDIVIDUAL	84,500	45,123	118,398	82,070	36,328	69.32%	100.00%	100.00%	36,947	45,123	84,500
440 FUELS	13,893	10,433	17,000	11,527	5,473	67.80%	100.00%	100.00%	1,094	10,433	13,893
455 NON-INSTRUCTIONAL TECHNOLOGY	31,436	355	7,063	9,601	(2,538)	135.93%	100.00%	100.00%	9,246	355	31,436
456 INSTRUCTIONAL TECHNOLOGY SUPPLIES	14,780	2,810	15,050	6,162	8,888	40.94%	100.00%	100.00%	3,351	2,810	14,780
460 TEXTBOOKS AND WORKBOOKS	950	2,060	32,915	960	31,955	2.92%	100.00%	100.00%	(1,100)	2,060	950
461 STANDARDIZED TESTS	36,620	39,680	40,180	396	39,785	0.98%	100.00%	100.00%	(39,285)	39,680	36,620
465 NON-INSTRUCTIONAL TECHNOLOGY	714	0	2,872	6,166	(3,294)	214.69%	0.00%	100.00%	6,166	0	714
466 INSTRUCTIONAL TECHNOLOGY DEVICES	3,666	12,983	15,245	23,447	(8,202)	153.80%	100.00%	100.00%	10,464	12,983	3,666
490 FOOD	7,168	5,568	6,900	820	6,080	11.89%	100.00%	100.00%	(4,747)	5,568	7,168
TOTAL SUPPLIES	377,522	276,713	529,976	404,749	125,227	76.37%	100.00%	100.00%	128,036	276,713	377,522
SUPPLIES & EQUIPMENT											
510 SITE OR GROUNDS ACQUISITION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
520 BUILDING ACQUISITION OR CONSTRUCTION	0	760	41,583	0	41,583	0.00%	100.00%	0.00%	(760)	760	0
530 OTHER EQUIPMENT PURCHASED	23,163	50,446	57,230	12,922	44,308	22.58%	100.00%	100.00%	(37,524)	50,446	23,163
533 OTHER EQUIPMENT PURCHASED FOR SPECIAL EDUCATION	0	0	2,312	2,014	298	87.10%	0.00%	0.00%	2,014	0	0
535 CAPITAL LEASES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
550 OTHER VEHICLES PURCHASED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
555 CAPITALIZED NON-INSTRUCTIONAL TECHNOLOGY	0	15,623	4,389	1,249	3,140	28.46%	100.00%	0.00%	(14,374)	15,623	0
556 CAPITALIZED TECHNOLOGY HARDWARE	0	0	0	10,855	(10,855)	0.00%	0.00%	0.00%	10,855	0	0
580 PRINCIPAL ON CAPITAL LEASE/INSTALLMENT	412,986	429,640	446,334	1,328,405	(882,071)	297.63%	100.00%	100.00%	898,765	429,640	412,986
581 INTEREST ON CAPITAL LEASE/INSTALLMENT	618,774	603,320	583,626	330,868	252,758	56.69%	100.00%	100.00%	(272,452)	603,320	618,774
589 LEASE TRANSACTIONS/INSTALLMENT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
590 OTHER CAPITAL EXPENDITURES	2,900	5,246	5,246	4,500	746	85.78%	100.00%	100.00%	(746)	5,246	2,900
TOTAL SUPPLIES & EQUIPMENT	1,057,823	1,105,035	1,140,720	1,690,813	(550,093)	148.22%	100.00%	100.00%	585,779	1,105,035	1,057,823
OTHER EXPENDITURES											
810 JUDGMENTS AGAINST THE SCHOOL DISTRICT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
820 DUES, MEMBERSHIP, LICENSE AND CONFERENCE	18,791	20,127	24,655	27,243	(2,588)	110.50%	100.00%	100.00%	7,116	20,127	18,791
891 TRA AND PERA SPECIAL FUNDING SUPPORT	34,839	35,373	0	0	0	0.00%	100.00%	100.00%	(35,373)	35,373	34,839
895 FEDERAL AND NONPUBLIC INDIRECT COSTS	(0)	(0)	0	0	(0)	0.00%	100.00%	100.00%	0	(0)	(0)
896 TAXES, SPECIAL ASSESSMENTS AND FEES	0	(348)	100	56	44	55.95%	100.00%	0.00%	404	(348)	0
TOTAL OTHER EXPENDITURES	53,630	55,152	24,755	27,299	(2,544)	110.28%	100.00%	100.00%	(27,853)	55,152	53,630
OTHER FINANCING USES											
910 PERMANENT TRANSFERS TO OTHER AGENCIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,349,007	12,989,428	13,908,228	12,779,359	1,128,869	91.88%	100.00%	100.00%	(210,069)	12,989,428	12,349,007

GENERAL FUND - EXPENDITURES BY PROGRAM CODE

GOODHUE COUNTY ED DISTRICT | June 30, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2020	June 30, 2019	
						2021 % of Budget Expended	2020 % of Actuals Expended	2019 % of Actuals Expended				
DISTRICT ADMINISTRATION												
010 BOARD OF EDUCATION	21,042	16,440	25,287	14,326	10,961	56.65%	100.00%	100.00%	(2,113)	16,440	21,042	
030 INSTRUCTIONAL ADMINISTRATION	104,878	83,008	65,358	65,520	(162)	100.25%	100.00%	100.00%	(17,489)	83,008	104,878	
TOTAL - DISTRICT ADMINISTRATION	125,920	99,448	90,645	79,846	10,799	88.09%	100.00%	100.00%	(19,602)	99,448	125,920	
SITE ADMINISTRATION												
050 SCHOOL ADMINISTRATION	78,555	59,029	89,321	97,953	(8,632)	109.66%	100.00%	100.00%	38,924	59,029	78,555	
TOTAL - SITE ADMINISTRATION	78,555	59,029	89,321	97,953	(8,632)	109.66%	100.00%	100.00%	38,924	59,029	78,555	
SUPPORT SERVICES												
105 GENERAL ADMINISTRATIVE SUPPORT	80,606	85,805	99,092	104,737	(5,645)	105.70%	100.00%	100.00%	18,932	85,805	80,606	
110 BUSINESS SUPPORT SERVICES	106,423	116,345	134,609	120,851	13,758	89.78%	100.00%	100.00%	4,506	116,345	106,423	
TOTAL - SUPPORT SERVICES	187,030	202,150	233,701	225,588	8,113	96.53%	100.00%	100.00%	23,438	202,150	187,030	
REGULAR INSTRUCTION												
203 EDUCATION - ELEMENTARY GENERAL	110,604	85,478	85,034	15,656	69,378	18.41%	100.00%	100.00%	(69,822)	85,478	110,604	
205 TITLE III, PART A - ENGLISH LANGUAGE ACQUISITION	16,477	14,929	19,574	17,852	1,722	91.20%	100.00%	100.00%	2,924	14,929	16,477	
211 EDUCATION - SECONDARY GENERAL	651,218	657,881	656,101	77,261	578,840	11.78%	100.00%	100.00%	(580,621)	657,881	651,218	
219 ENGLISH LEARNER	329,795	365,688	369,884	390,669	(20,785)	105.62%	100.00%	100.00%	24,981	365,688	329,795	
220 ENGLISH (LANGUAGE ARTS)	60,325	63,448	60,068	66,007	61	99.91%	100.00%	100.00%	2,559	63,448	60,325	
240 HEALTH, PHYSICAL EDUCATION AND RECREATION	6,055	6,126	6,421	6,833	(412)	106.41%	100.00%	100.00%	707	6,126	6,055	
250 FAMILY LIVING SCIENCE	74,805	79,279	80,788	80,565	223	99.72%	100.00%	100.00%	1,286	79,279	74,805	
255 INDUSTRIAL EDUCATION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
256 MATHEMATICS	69,186	74,844	77,516	78,769	(1,253)	101.62%	100.00%	100.00%	3,926	74,844	69,186	
260 NATURAL SCIENCES	77,398	80,887	83,327	83,491	(164)	100.20%	100.00%	100.00%	2,604	80,887	77,398	
270 SOCIAL SCIENCES/SOCIAL STUDIES	61,850	64,840	68,759	68,633	126	99.82%	100.00%	100.00%	3,793	64,840	61,850	
TOTAL - REGULAR INSTRUCTION	1,457,714	1,493,398	1,513,472	885,735	627,737	58.52%	100.00%	100.00%	(607,664)	1,493,398	1,457,714	
VOCATIONAL INSTRUCTION												
380 SPECIAL NEEDS	231,496	240,432	258,220	254,254	3,966	98.46%	100.00%	100.00%	13,822	240,432	231,496	
399 CAREER AND TECHNICAL - GENERAL	63,966	68,063	72,583	71,555	1,028	98.58%	100.00%	100.00%	3,491	68,063	63,966	
TOTAL - VOCATIONAL INSTRUCTION	295,462	308,496	330,803	325,809	4,994	98.49%	100.00%	100.00%	17,313	308,496	295,462	
SPECIAL ED INSTRUCTION												
400 GENERAL SPECIAL EDUCATION	108,471	110,607	83,579	81,203	2,376	97.16%	100.00%	100.00%	(29,403)	110,607	108,471	
401 SPEECH/LANGUAGE IMPAIRED	653,387	756,820	1,033,245	1,037,992	(4,747)	100.46%	100.00%	100.00%	281,172	756,820	653,387	
402 DEVELOPMENTAL COGNITIVE DISABILITIES: MILD	111,947	118,134	114,668	86,123	28,545	75.11%	100.00%	100.00%	(32,010)	118,134	111,947	
403 DEVELOPMENTAL COGNITIVE DISABILITIES: SEVERE	4,915	20,524	12,320	11,140	1,180	90.42%	100.00%	100.00%	(9,384)	20,524	4,915	
404 PHYSICALLY IMPAIRED	555,834	582,179	659,923	642,818	17,105	97.41%	100.00%	100.00%	60,639	582,179	555,834	
405 DEAF/HARD-OF-HEARING	214,717	228,154	230,338	193,464	36,874	83.99%	100.00%	100.00%	(34,690)	228,154	214,717	
406 VISUALLY IMPAIRED	78,174	81,877	93,227	90,681	2,546	97.27%	100.00%	100.00%	8,804	81,877	78,174	
407 SPECIFIC LEARNING DISABILITY	112,797	272,073	139,238	174,294	(35,056)	125.18%	100.00%	100.00%	(97,780)	272,073	112,797	
408 EMOTIONAL/BEHAVIORAL DISORDER	1,374,053	1,501,672	1,428,170	946,711	481,459	66.29%	100.00%	100.00%	(554,961)	1,501,672	1,374,053	
410 OTHER HEALTH DISABILITIES	109,409	106,049	145,365	232,169	(86,804)	159.71%	100.00%	100.00%	126,120	106,049	109,409	
411 AUTISTIC SPECTRUM DISORDERS	474,745	508,490	478,700	608,913	(130,213)	127.20%	100.00%	100.00%	100,423	508,490	474,745	
412 DEVELOPMENTALLY DELAYED	886,360	870,576	853,108	780,108	73,000	91.44%	100.00%	100.00%	(90,469)	870,576	886,360	
414 TRAUMATIC BRAIN INJURY	0	6,815	5,675	27,155	(21,480)	478.51%	100.00%	0.00%	20,340	6,815	0	
416 SEVERELY MULTIPLY IMPAIRED	0	655	0	2,142	(2,142)	0.00%	100.00%	0.00%	1,487	655	0	
420 SPECIAL EDUCATION - AGGREGATE (THREE OR MORE)	2,036,125	2,196,406	2,417,379	1,877,460	539,919	77.67%	100.00%	100.00%	(318,946)	2,196,406	2,036,125	
422 SPECIAL EDUCATION-STUDENTS WITHOUT DISABILITIES	278,055	250,571	318,710	243,917	74,793	76.53%	100.00%	100.00%	(6,654)	250,571	278,055	
TOTAL - SPECIAL ED INSTRUCTION	6,998,990	7,611,603	8,013,645	7,036,290	977,355	87.80%	100.00%	100.00%	(575,313)	7,611,603	6,998,990	
INSTRUCTIONAL SUPPORT												
610 CURRICULUM CONSULTANT AND DEVELOPMENT	347,145	295,945	347,806	382,440	(34,634)	109.96%	100.00%	100.00%	86,496	295,945	347,145	
630 INSTRUCTION-RELATED TECHNOLOGY	75,825	59,078	75,107	88,103	(10,996)	114.64%	100.00%	100.00%	27,025	59,078	75,825	
640 STAFF DEVELOPMENT	37,936	9,806	16,567	2,140	14,427	12.92%	100.00%	100.00%	(7,666)	9,806	37,936	
TOTAL - INSTRUCTIONAL SUPPORT	460,906	364,829	439,480	470,684	(31,204)	107.10%	100.00%	100.00%	105,855	364,829	460,906	
PUPIL SUPPORT SERVICES												

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	June 30, 2021	June 30, 2020	June 30, 2019	Current YTD vs. Prior YTD	June 30, 2020	June 30, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
720 HEALTH SERVICES	163,454	176,681	256,904	251,592	5,312	97.93%	100.00%	100.00%	74,910	176,681	163,454
730 PSYCHOLOGICAL AND MENTAL HEALTH SERVI	739,099	780,683	883,312	891,511	(8,199)	100.93%	100.00%	100.00%	110,829	780,683	739,099
740 SOCIAL WORK SERVICES	365,301	406,646	420,172	422,317	(2,145)	100.51%	100.00%	100.00%	15,671	406,646	365,301
760 PUPIL TRANSPORTATION	8,260	3,070	14,923	7,070	7,853	47.37%	100.00%	100.00%	4,000	3,070	8,260
790 OTHER PUPIL SUPPORT SERVICES	1,853	0	0	0	0	0.00%	0.00%	100.00%	0	0	1,853
TOTAL - PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,575,311	1,572,490	2,821	99.82%	100.00%	100.00%	205,410	1,367,080	1,277,968
FACILITIES											
810 OPERATIONS AND MAINTENANCE	324,480	294,452	381,904	213,481	168,423	55.90%	100.00%	100.00%	(80,972)	294,452	324,480
850 CAPITAL FACILITIES	1,057,012	1,087,154	1,131,178	1,819,554	(688,376)	160.85%	100.00%	100.00%	732,400	1,087,154	1,057,012
865 LONG-TERM FACILITIES MAINTENANCE	84,972	101,790	108,768	51,931	56,837	47.74%	100.00%	100.00%	(49,859)	101,790	84,972
870 BUILDING CONSTRUCTION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - FACILITIES	1,466,464	1,483,396	1,621,850	2,084,966	(463,116)	128.55%	100.00%	100.00%	601,569	1,483,396	1,466,464
OTHER FINANCING USES											
950 TRANSFERS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,349,007	12,989,428	13,908,228	12,779,359	1,128,869	91.88%	100.00%	100.00%	(210,069)	12,989,428	12,349,007

Monthly Bank Reconciliation
July 31, 2021

Bank Statement Date: 7/31/2021

MSDLAF	\$42.26
MSDMAX	\$690,116.23
MERCHANTS BANK - GENERAL	\$199,977.20
MERCHANTS BANK - PAYROLL	\$32,735.91
MERCHANTS BANK - SWEEP	\$762,850.75
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$1,685,722.35

Add Deposits in Transit:

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

Total Deposits in Transit \$0.00

Subtotal **\$1,685,722.35**

Subtract Outstanding Checks:

Account	Amount	Account	Amount
BANK OF ZUMBROTA	\$0.00	TRANSFER FRM SWEEP	\$14,233.00
U.S. BANK AP CHECKS	\$0.00		
MERCHANTS - PR	\$0.00		
MERCHANTS - AP	\$222,706.74		
	\$0.00		

Total Outstanding Checks \$236,939.74

Computed Book Balance **\$1,448,782.61**

Balance per Your Books 1,448,782.61

Difference \$0.00



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

AS OF 8-13-21

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2021	-	-	-	-	-	1,948,010.49
7/1/2021	-	-	-	-	-	1,948,010.49
7/9/2021	-	-	-	-	-	1,948,010.49
7/15/2021	(557,877.25)	(255,126.70)	243,757.43	135,596.14	-	1,514,360.11
7/20/2021	(177,333.58)	-	56,602.50	-	-	1,393,629.03
7/31/2021	(131,915.22)	(178,002.35)	303,601.39	61,634.61	-	1,448,947.46
ENDING BALANCE	(867,126.05)	(433,129.05)	603,961.32	197,230.75	-	1,448,947.46

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2021	-	-	-	-	-	1,448,947.46
8/4/2021	-	-	55,577.24	-	148,995.64	1,653,520.34
8/15/2021	(519,015.35)	(218,846.04)	-	234,211.51	-	1,149,870.46
8/17/2021	(301,880.60)	-	119,763.02	-	-	967,752.88
8/30/2021	(123,616.67)	(188,215.30)	704,783.61	193,417.03	-	1,554,121.55
	(944,512.62)	(407,061.34)	880,123.88	427,628.54	148,995.64	1,554,121.55

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2021	(112,545.22)	-	2,767.05	-	-	1,444,343.38
9/15/2021	(964,756.61)	(197,091.25)	140,322.95	89,498.03	-	512,316.49
9/17/2021	-	-	94,394.95	-	296,198.88	902,910.31
9/30/2021	(333,718.01)	(212,790.55)	240,819.53	193,417.03	-	790,638.30
ENDING BALANCE	(1,411,019.84)	(409,881.81)	478,304.47	282,915.05	296,198.88	790,638.30

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2021	-	-	72,254.47	-	-	862,892.77
10/9/2021	-	-	-	-	-	862,892.77
10/15/2021	(335,148.63)	(206,534.31)	-	71,598.42	145,271.86	538,080.11
10/20/2021	-	-	271,280.07	-	4,248.25	813,608.43
10/31/2021	(350,510.11)	(204,035.44)	331,775.89	211,316.63	323,055.56	1,125,210.96
ENDING BALANCE	(685,658.74)	(410,569.74)	675,310.42	282,915.05	472,575.67	1,125,210.96

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2021	-	-	-	-	-	1,125,210.96
11/5/2021	-	-	1,045.44	-	-	1,126,256.40
11/15/2021	(248,426.67)	(200,964.39)	620,038.40	89,498.03	-	1,386,401.76
11/20/2021	(36,468.12)	-	269,757.60	-	-	1,619,691.24
11/30/2021	(136,059.90)	(201,917.69)	75.34	143,196.84	-	1,424,985.83
ENDING BALANCE	(420,954.69)	(402,882.08)	890,916.77	232,694.87	-	1,424,985.83

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2021	-	-	-	-	206,672.09	1,631,657.92
12/8/2021	(71,351.28)	-	205,000.35	-	18,534.41	1,783,841.40
12/15/2021	(134,023.91)	(199,086.51)	112,124.41	196,895.66	4,479.17	1,764,230.22
12/20/2021	(100,170.59)	-	248,223.65	-	-	1,912,283.28
12/31/2021	(131,736.75)	(202,678.23)	84.33	107,397.63	-	1,685,350.25

ENDING BALANCE	(437,282.53)	(401,764.74)	-	565,432.74	304,293.29	229,685.67	1,685,350.25
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JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2022	(93,888.01)	-	-	-	-	1,591,462.24
1/8/2022	-	-	272,525.97	-	-	1,863,988.22
1/15/2022	(128,666.41)	(190,122.04)	-	178,996.05	-	1,724,195.81
1/20/2022	(704,215.65)	-	-	-	-	1,019,980.16
1/31/2022	(131,133.49)	(192,348.50)	268,090.04	143,196.84	-	1,107,785.05
ENDING BALANCE	(1,057,903.56)	(382,470.54)	540,616.01	322,192.89	-	1,107,785.05

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2022	(71,617.72)	-	-	-	-	1,036,167.33
2/15/2022	(130,061.05)	(197,138.73)	181,393.92	143,196.84	-	1,033,558.31
2/20/2022	(117,827.43)	-	-	-	260,252.09	1,175,982.97
2/28/2022	(133,393.18)	(196,369.78)	484,473.97	178,996.05	-	1,509,690.04
ENDING BALANCE	(452,899.38)	(393,508.51)	665,867.89	322,192.89	260,252.09	1,509,690.04

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2022	(178,857.74)	-	-	-	-	1,330,832.30
3/15/2022	(134,364.74)	(203,222.97)	123,343.87	178,996.05	-	1,295,584.51
3/20/2022	(151,306.55)	-	276,329.96	-	-	1,420,607.91
3/31/2022	(32.95)	(193,133.70)	61.48	249,435.26	-	1,476,938.00
ENDING BALANCE	(464,561.98)	(396,356.67)	399,735.31	428,431.31	-	1,476,938.00

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2022	(198,171.27)	-	358,312.00	-	-	1,637,078.73
4/15/2022	(400,237.25)	(206,816.80)	221,719.07	143,196.84	-	1,394,940.59
4/20/2022	-	-	-	-	292,786.04	1,687,726.63
4/30/2022	(175,562.62)	(194,405.17)	120,428.38	250,594.47	-	1,688,781.69
ENDING BALANCE	(773,971.14)	(401,221.98)	700,459.45	393,791.31	292,786.04	1,688,781.69

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2022	-	-	63,142.73	-	-	1,751,924.42
5/15/2022	(194,773.96)	(198,522.46)	-	178,996.05	-	1,537,624.06
5/20/2022	-	-	432,652.74	-	61,495.00	2,031,771.80
5/31/2022	(288,548.98)	(235,017.05)	56,115.71	178,996.05	-	1,743,317.53
ENDING BALANCE	(483,322.94)	(433,539.51)	551,911.19	357,992.10	61,495.00	1,743,317.53

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2022	(100,336.82)	-	163,978.76	-	-	1,806,959.47
6/15/2022	(137,491.76)	(203,692.43)	-	-	175,113.87	1,640,889.15
6/20/2022	(178,119.90)	-	293,501.51	178,996.05	2,058.04	1,937,324.85
6/30/2022	(141,319.75)	(206,896.28)	238,686.57	-	-	1,827,795.39
ENDING BALANCE	(557,268.23)	(410,588.71)	696,166.84	178,996.05	177,171.91	1,827,795.39

TOTALS	(8,556,481.70)	(4,882,974.68)	-	7,648,806.30	3,731,274.09	1,939,160.90	1,827,795.39
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Long COVID

under Section 504 and the IDEA

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**A Resource to Support Children,
Students, Educators, Schools,
Service Providers, and Families**



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

July 26, 2021

**Long COVID under Section 504 and the IDEA:
A Resource to Support Children, Students, Educators, Schools, Service Providers, and
Families**

Introduction

The COVID-19 pandemic has created significant challenges for schools in meeting the needs of all children and students in early childhood, elementary, secondary, and postsecondary education. These challenges will continue as schools and public agencies¹ seek to ensure support and equity for children and students experiencing the long-term adverse health effects of COVID-19, commonly referred to as long COVID.

This resource is issued jointly by the U.S. Department of Education's Office for Civil Rights (OCR) and the Office of Special Education and Rehabilitative Services (OSERS) to provide information about long COVID as a disability and about schools'² and public agencies' responsibilities for the provision of services and reasonable modifications to children and students for whom long COVID is a disability. The discussion here focuses on two Federal laws: [Section 504 of the Rehabilitation Act of 1973](#) (Section 504) and Parts B and C of the [Individuals with Disabilities Education Act](#) (IDEA).³

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This resource has four sections:

- I. [Background Information on Section 504 and IDEA](#)
- II. [What Is Long COVID and What Is Its Impact on Children and Students](#)
- III. [Protections and Services under IDEA and Section 504 for Children and Students with Long COVID](#)
- IV. [What to Do If a Child or Student Is Experiencing Long COVID](#)

Additional Resources from the Department of Education

The Department is committed to providing resources to support schools and public agencies in reopening safely and in ways that support equity among all children and students. To date, the Department has released various important resources to assist schools and public agencies, including the ED COVID-19 Handbook, Volumes I, II, and III;⁴ Questions and Answers on Civil Rights and School Reopening in the COVID-19 Environment;⁵ the Safer Schools and Campuses Best Practices Clearinghouse;⁶ and this resource, which addresses the potential developmental and educational implications of long COVID for children and students⁷ who have this condition.

Please note: Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies. The Department has determined that this document provides significant guidance under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007).

I. Background: About Section 504 and IDEA

Section 504 prohibits disability discrimination and ensures that students with disabilities have equal access to educational opportunities. In the education context, this law applies to schools that receive Federal financial assistance from the Department and is enforced by the Department’s OCR.

IDEA Part B ensures that a free appropriate public education (FAPE) is available to all children with disabilities residing in the State between the ages of 3 through 21 years, with a few specific exceptions, and including children with disabilities who have been suspended or expelled from school.⁸ Under Part C of the IDEA, infants and toddlers (birth through age 2 years) with disabilities and their families are eligible to receive early intervention services.⁹ OSERS’ Office of Special Education Programs (OSEP) administers the IDEA, including the Federal Special Education Grants to States under Part B and Special Education Grants for Infants and Toddlers under Part C.

II. What Is Long COVID and What Is Its Impact on Children and Students

The U.S. Centers for Disease Control and Prevention (CDC) has identified long COVID as another term for post-COVID conditions.¹⁰ According to the CDC, [post-COVID conditions](#) “are a wide range of new, returning, or ongoing health problems people can experience more than four weeks after first being infected with the virus that causes COVID-19. Even people who did not have symptoms when they were infected can have post-COVID conditions.”¹¹

Preliminary studies show that children and students of all ages may experience long COVID, which can produce a combination of symptoms, including:¹²

- | | |
|---|---|
| • Tiredness or fatigue | • Difficulty breathing or shortness of breath |
| • Difficulty thinking or concentrating (sometimes referred to as “brain fog”) | • Cough |
| • Headache | • Joint or muscle pain |
| • Changes in smell or taste | • Mood changes |
| • Dizziness on standing (lightheadedness) | • Fever |
| • Fast-beating or pounding heart (also known as heart palpitations) | • Pins-and-needles feeling |
| • Symptoms that get worse after physical or mental activities | • Diarrhea |
| • Chest or stomach pain | • Sleep problems |
| | • Changes in period cycles |
| | • Multiorgan effects or autoimmune conditions |
| | • Rash |

As the Departments of Justice and Health and Human Services explain, long COVID can be a disability under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.¹³

III. Protections and Services Under IDEA and Section 504 for Children and Students with Long COVID

A child or student experiencing long COVID or other conditions that have arisen as a result of COVID-19 may be eligible for special education and related services under IDEA and/or may be entitled to protections and services under Section 504. Some children and students who were already identified as having a disability under IDEA and/or Section 504 and who have contracted COVID-19 may experience new or worsened symptoms related to their pre-

existing disability, to COVID-19, or to both. If these symptoms persist in the form of long COVID, these children or students may need new or different related aids and services, specialized instruction, or reasonable modifications. Other children or students may be found eligible for services under IDEA and/or Section 504 for the first time because of the adverse impact of long COVID on the child's educational achievement and functioning (IDEA) or if long COVID substantially limits one or more of the student's major life activities (Section 504).

- A. Eligibility Under IDEA: To be eligible for special education and related services under Part B, the child must be evaluated and determined to be a child who has a disability and who requires specialized services as defined under IDEA.¹⁴ For example, under the [IDEA Part B regulations](#), a child may be eligible for special education and related services based on having an "other health impairment" if the child has limited strength, vitality, or alertness due to a chronic or acute health problem that adversely affects the child's educational performance.¹⁵ To be eligible for early intervention services under IDEA Part C, an infant or toddler must receive a comprehensive, multidisciplinary evaluation and meet the State's eligibility criteria.¹⁶ For example, infants with severe post-COVID conditions could, based on evaluation data, have developmental delays that make them eligible for early intervention services.
- B. Eligibility Under Section 504: Under Section 504, a person has a disability if they: (1) have a physical or mental impairment that substantially limits a major life activity; (2) have a record of such an impairment; or (3) are regarded as having such an impairment.¹⁷ Major life activities include, for example, breathing and concentrating, as well as major bodily functions such as functions of the immune system.¹⁸ A student does not need to be substantially limited in their learning to be eligible for protection and services under Section 504. If a student's long COVID substantially limits one or more major life activities, the student would have a disability under Section 504.¹⁹ This analysis applies to all students, whether in pre-school, elementary or secondary school, or a postsecondary setting.

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IV. What To Do If a Child or Student Is Experiencing Long COVID

Early Childhood, Elementary, and Secondary Children and Students

Long COVID impacts children and students in a variety of ways, and therefore, the determination of whether a child or student is eligible for IDEA and/or Section 504 services must be made on an individual basis following existing procedures in those laws and their implementing regulations.

A. Child Find and Evaluation Procedures under IDEA Part C

Child Find is a requirement that States have a system in place to identify, locate, and evaluate all infants and toddlers with disabilities who may be eligible for early intervention services as early as possible. A child suspected of having a disability should be referred as soon as possible, but in no case more than seven days, after the child has been identified.²⁰ With parental²¹ consent, a timely, comprehensive, multidisciplinary evaluation must be completed, and if the child is determined eligible, a child and family assessment must be conducted to determine the appropriate early intervention services and supports for the child and family. The initial evaluation and the initial assessments of the child and family and the initial individualized family service plan (IFSP) meeting must be completed within 45 days from the date the lead agency or early intervention service (EIS) provider receives the referral of the child. The lead agency or EIS provider must ensure that once the IFSP is developed and the parent consents to services, the IFSP is implemented as soon as possible.

B. Child Find and Initial Evaluation Procedures under IDEA Part B

Similarly, Child Find for IDEA Part B requires public agencies to implement policies and procedures ensuring that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. This includes, for example, children who may have been identified as a child with a disability under the IDEA category of other health impairment as a result of contracting COVID-19 (e.g., long COVID or multisystem inflammatory syndrome in children, known as MIS-C).²² Child Find activities typically involve a screening process to determine whether the child should be referred for a full evaluation to determine eligibility for special education and related services. If the public agency suspects the child may have a disability under IDEA, it must seek the parent's consent to conduct an initial evaluation. That [evaluation must be consistent with IDEA's requirements](#) and conducted within 60 days of receiving parental consent or within the State-established timeline. At the completion of the evaluation, a group of qualified professionals and the child's parent determine whether the child is a child with a disability as defined in IDEA and, if yes, identify the educational needs of the child.

C. Evaluation Procedures under Section 504

Under Section 504, schools must conduct an evaluation in a timely manner of any student who needs or is believed to need special education or related services because of a disability.²³ The evaluation of a student must be individualized and not make any conclusions based on the child's diagnosis alone. Once the evaluations are completed, a group of people knowledgeable about the child and the child's evaluation data and placement options (for example, the child's parents, school nurses, teachers, counselors, psychologists, school administrators, social workers, doctors, etc.) reviews the evaluation results.²⁴ Then the group determines the child's placement based on whether the student has a disability and what, if any, supports are needed. For example, a student who has had COVID-19 and who continues to have difficulty concentrating may require an evaluation to determine if the student has a disability and needs special education or related services such as additional time to finish classwork and tests. For students who already receive services under Section 504, schools must provide reevaluations periodically and prior to a significant change in placement.²⁵

D. Eligibility and Implementation under IDEA and Section 504

If the child is eligible for services under Part C of IDEA, an IFSP will be developed by the IFSP Team, which includes the infant's or toddler's parent. For example, an IFSP Team may determine that a toddler with developmental delays as a result of the effects of long COVID may require early intervention services and occupational therapy to address fine and visual motor skills. The IFSP could also include parent services or family-centered interventions to foster social-emotional well-being as the toddler recovers from long COVID. Likewise, a child determined eligible for services under Part B will have an Individualized Education Program (IEP) developed by the IEP Team, which includes the child's parent.²⁶ For example, an IEP Team may determine that a child whose disability meets the definition of other health impairment under IDEA and who is experiencing difficulty concentrating and anxiety symptoms related to long COVID may need to receive special education and related services and supplementary aids and services to improve academic engagement during instructional periods, counseling services to address anxiety, and a plan for positive behavioral interventions and supports to promote on-task behavior and adaptive responses to stress triggers.

If a student is eligible for services or reasonable modifications under Section 504, schools often record those services and modifications in a document called a Section 504 plan.²⁷ Under Section 504, for example, a group of knowledgeable people may determine that a student requires a reasonable modification to the attendance policy to receive excused absences for long COVID-related illness or medical appointments beyond the initial period of illness.

Postsecondary Education Students

Colleges and universities also have obligations under Section 504 and must provide students with disabilities an opportunity to participate that is equal to that of students without disabilities.²⁸ This obligation extends to students whose long COVID substantially limits a major life activity.

Postsecondary education students who are experiencing long COVID may have a disability; if so, they may require academic adjustments and/or reasonable modifications.²⁹ For example, a student with asthma may experience increased difficulty breathing and new difficulty with walking as a result of long COVID. That student may need a reasonable modification to register early for a class schedule that minimizes the distance between classes.

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In the postsecondary setting, Section 504 does not require colleges or universities to identify students with disabilities. Students who require academic adjustments or reasonable modifications may request them; typically, students work with a postsecondary institution's disability services office to identify appropriate modifications.

Students with disabilities—including those whose long COVID is a disability—have a right to be free from discrimination in school. Federal disability laws, such as Section 504, guarantee equal opportunity to learn for students with disabilities. OCR is committed to enforcing Section 504 and ensuring that all students with disabilities have the supports and services needed to fulfill the law's commitment.

—Suzanne B. Goldberg, Acting Assistant Secretary for Civil Rights

Long COVID is an emerging issue that may affect many children (and educators) across the country. Early intervention and local educational agencies need to ensure that children who are living with impaired development or health due to long COVID that is a disability are identified and are provided the appropriate services and supports covered under IDEA.

—Katherine Neas, Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services

Language Assistance: On request, this publication is available in alternate formats, such as Braille or large print. For more information, please contact the Department's Alternate Format Center at 202-260-0818 or alternateformatcenter@ed.gov. If you have difficulty understanding English and need more information about interpretation or translation services, please call 1-800-USA-LEARN (1-800- 872-5327) (TTY: 1-800-877-8339), email us at Ed.Language.Assistance@ed.gov, or write to U.S. Department of Education, Information Resource Center, 400 Maryland Avenue, SW, Washington, DC 20202.

About the Department of Education's Office for Civil Rights (OCR) and Office of Special Education and Rehabilitation Services (OSERS): OSERS' mission is to improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation. In implementing this mission, OSERS supports programs that help educate children and youth with disabilities and provides for the rehabilitation of youth and adults with disabilities. OSERS provides a wide array of supports to parents and individuals, school districts, and States in two main areas—special education and vocational rehabilitation—through its two main components: OSEP and Rehabilitation Services Administration. For more information, visit the Department's Office of Special Education and Rehabilitative Services website (<https://www2.ed.gov/osers>).

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OCR's mission is to ensure equal access to education and to promote educational excellence through vigorous enforcement of civil rights in our nation's schools. An important OCR responsibility is resolving complaints of discrimination, which can be filed by anyone who believes that an education institution that receives Federal financial assistance³⁰ has discriminated against someone on the basis of race, color, national origin, sex, disability, or age. For more information, visit the Department's Office for Civil Rights website (<https://www2.ed.gov/ocr>). There, a complaint of discrimination can also be filed (<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>).

¹ The information in this document under IDEA applies to public agencies, which includes State educational agencies (SEAs), local educational agencies (LEAs), educational service agencies (ESAs), nonprofit public charter schools that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA, and any other political subdivisions of the State that are responsible for providing education to children with disabilities. IDEA also requires State lead agencies to provide early intervention services for infants and toddlers. This resource refers to all these entities as "public agencies."

² The information in this document regarding Section 504 applies to all schools, which includes public schools and school districts, as well as private schools, public charter schools, and magnet schools, and postsecondary institutions that receive Federal financial assistance from the Department. Although some Section 504 regulatory requirements are different for public and private school recipients, both public and private schools that receive Federal financial assistance from the U.S. Department of Education must comply with Section 504. See, 34 C.F.R. § 104.33 and 39. Section 504 falls under OCR's jurisdiction.

³ Another Federal disability civil rights law, the Americans with Disabilities Act (ADA), also applies to schools. Title II of the ADA prohibits disability discrimination by public entities, including public schools. Title III of the ADA prohibits disability discrimination by certain private entities, including certain private schools. OCR shares in the enforcement of Title II of the ADA with the U.S. Department of Justice (DOJ); DOJ has enforcement authority for Title III of the ADA. This document focuses on Section 504 and the IDEA. More information about the ADA is available at: www.ed.gov/ocr and www.ada.gov.

⁴ ED Covid-19 Handbook, Strategies for Safely Reopening Elementary and Secondary Schools, Volume I, available at <https://www2.ed.gov/documents/coronavirus/reopening.pdf>, Volume II, Roadmap to Reopening Safely and Meeting All Students' Needs available at <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>, and Volume III, Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff available at <https://www2.ed.gov/documents/coronavirus/reopening-3.pdf>.

⁵ Questions and Answers on Civil Rights and School Reopening in the COVID-19 Environment, May 2021, available at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-reopening-202105.pdf>.

⁶ <https://bestpracticesclearinghouse.ed.gov/>.

⁷ For purposes of this document, “students with disabilities” generally refers to the definition of disability found in the Rehabilitation Act of 1973 at 29 U.S.C. § 705(9)(B), (20)(B); see also the Department’s Section 504 regulation at 34 C.F.R. § 104.3(j). “Child or children with disabilities” generally refers to the definitions of child with a disability or infant or toddler with a disability in Parts B and C of the IDEA. See 34 C.F.R. § 300.8 (Part B) and 34 C.F.R. § 303.21 (Part C). However, the terms and definitions are not mutually exclusive. All children with disabilities who are eligible for special education and related services under IDEA are protected by Section 504 (but the inverse is not true; not all students protected by Section 504 are IDEA-eligible). See U.S. Department of Education, Office for Civil Rights, Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools (December 2016), available at <https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>.

⁸ 34 C.F.R. § 300.102(a).

⁹ Appropriate early intervention services are available to all infants and toddlers with disabilities in the State and their families, including Indian infants and toddlers with disabilities and their families residing on a reservation geographically located in the State, infants and toddlers with disabilities who are homeless children and their families, and infants and toddlers with disabilities who are wards of the State.

¹⁰ The Centers for Disease Control and Prevention also recognizes other post-COVID conditions, a series of illnesses resulting in debilitating conditions, that can be similar to long COVID. This guidance may also be applicable to other post-COVID conditions. For example, the CDC has identified a post-COVID condition called “[Multisystem inflammatory Syndrome in children \(MIS-C\)](#).” MIS-C is a condition where different parts of a child’s body can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. Children with MIS-C may have a fever and various symptoms, including abdominal (gut) pain, vomiting, diarrhea, neck pain, rash, bloodshot eyes, or feeling extra tired. Currently, it is unknown how long multiorgan effects might last and whether the effects could lead to chronic health conditions. MIS-C, mental health conditions, and future conditions not yet identified as a result of contracting COVID may adversely impact a student’s educational performance or other major life activity, and if they do, the same process described in this document applies to those students.

¹¹ See CDC’s Post-COVID Conditions website, <https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects.html>.

¹² See CDC’s Post-COVID Conditions website, <https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects.html>.

¹³ For more information concerning long COVID as a disability, see Department of Justice and Department of Health and Human Services, *Guidance on “Long COVID” as a Disability Under the ADA, Section 504, and Section 1557*, <https://www.hhs.gov/civil-rights/for-providers/civil-rights-covid19/guidance-long-covid-disability/index.html>.

¹⁴ 34 C.F.R. §§ 300.301-300.306.

¹⁵ IDEA does not require children to be identified with a particular disability category for purposes of the delivery of special education and related services, since a child’s entitlement under IDEA is to FAPE and not to a particular disability label. See Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities; Final Rule, 71 Fed. Reg. 46540, 46737 (Aug. 14, 2006).

¹⁶ 34 C.F.R. §§ 303.303-303.322.

¹⁷ 29 U.S.C. § 705(9)(B), (20)(B).

¹⁸ For more examples of major life activities and bodily functions, see the Department’s Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools (Resource Guide), available at <https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>.

¹⁹ In addition, if a person with long COVID has a record of such impairment or is regarded as having such an impairment, the person would meet the definition of disability under Section 504.

²⁰ 34 C.F.R. § 303.303.

²¹ In this document, parent refers to both parents and guardians.

²² 34 C.F.R. § 300.111.

²³ 34 C.F.R. § 104.35.

²⁴ 34 C.F.R. § 104.35(c).

²⁵ 34 C.F.R. § 104.35(d). A reevaluation procedure consistent with the IDEA is one means of meeting this Section 504 requirement.

²⁶ Parentally-placed private school children with disabilities may receive special education and related services through a services plan. See 34 C.F.R. §§ 300.130-300.144.

²⁷ For more information about identification, evaluation, placement, and other Section 504 procedures, refer to the Resource Guide, available at <https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>.

²⁸ 34 C.F.R. §§ 104.4, 41-47. Postsecondary institutions also are not required to provide academic adjustments, auxiliary aids and services, or modifications that would impose an undue burden or cause a fundamental alteration to the service, program, or activity.

²⁹ 34 C.F.R. § 104.44.

³⁰ Under Title II of the Americans with Disabilities Act (Title II), which prohibits disability discrimination by public entities, including public schools, OCR has jurisdiction regardless of whether the entity receives Federal financial assistance.

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

www.ed.gov



- C. Update on SRO Planning, Hiring and Enrollment
- V. **Old Business:**
 - A. Goodhue County Education District Strategic Plan



GOODHUE COUNTY EDUCATION DISTRICT #6051

Serving our member districts:
Cannon Falls, Goodhue, Kenyon Wanamingo, Lake City, Red Wing, Zumbrota Mazeppa

GCED Strategic Planning July 2021

Overview

Bruce Miles facilitated GCED's Strategic Planning Session in July 2021. The process included:

1. General Stakeholders Session
 - a. GCED's Mission, Values, Trends
 - b. Identify Strengths, Weaknesses, Opportunities/Priorities
2. Planning Session with Superintendents and Administrators
 - a. Review Feedback from General Stakeholders
 - b. Vision and Priorities Activities
3. Detail Session with GCED Administration
 - a. Review all from Previous Sessions
 - b. Prioritize Plan to Implement Strategic Plan Goals

Outcomes

1. **Priority Area #1 Focus on MTSS**
 - a. MTSS is the framework of our work in public education; it is not something separate that you have to do. An MTSS framework covers multi-tiered supports (beginning with core curriculum), an assessment framework, and schoolwide problem solving in order to respond to the 4 essential questions in education:
 - i. What do we want our students to know or be able to do?
 - ii. How will we know if they know it or are able to do it?
 - iii. How will we respond if they do not know it or are able to do it?
 - iv. How will we respond if they already know it or are able to do it?
 - b. Create One-Page Historical Perspective on MTSS
 - c. Team Meetings drive the work that falls under the MTSS Framework; the data that informs needs whether at the individual level, grade level, site level, or district level. Action steps will include developing consistency with names and agendas.
 - i. Grade Level or Department Level = PLCs or Professional Learning Communities
 - ii. Site Level = SAT or Student Assistance Team
 - iii. District Level = A team that analyzes E - 12 data from system lens; name to be determined

2. Priority Area #2 Effective Networking Meetings

- a. Ownership of Meeting/Shared Facilitation
- b. Communication
 - i. Clear Agenda
 - ii. Key Messages communicated after meetings
 - iii. Collect Feedback from Stakeholders: following each network meeting, include an exit ticket with what went well and what needs improvement

3. Priority Area #3 Annual Onboarding for Member Districts' Administrators

- a. Put it on the calendar.
- b. This year, invite all to a full introduction; then after do just for the brand new.

503 STUDENT ATTENDANCE

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed

assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

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

B. Attendance Procedures

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

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
 - (1) Illness.
 - (2) Serious illness in the student's immediate family.
 - (3) A death or funeral in the student's immediate family or of a close friend or relative.

- (4) Medical, dental, or orthodontic treatment, or a counseling appointment.
- (5) Court appearances occasioned by family or personal action.
- (6) Religious ~~instruction~~ __not to exceed three hours in any week observance.
- (7) Physical emergency conditions such as fire, flood, storm, etc.
- (8) Official education district field trip or other education district-sponsored outing.
- (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- (10) Family emergencies.
- (11) Active duty in any military branch of the United States.
- (12) A student's condition that requires ongoing treatment for a mental health diagnosis.

[Note: State law provides that ~~an education school~~ district board may include other exemptions in the education district's attendance policy. See Minn. Stat. § 120A.22, Subd. 12. When considering whether to add other exemptions, ~~education school~~ district boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within 2 days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building ~~assistant director~~ administrator or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other

extenuating circumstances.

2. Unexcused Absences

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

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

b. Consequences of Unexcused Absences

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

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated

times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the education district office for an admission slip.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. 5 unexcused tardies are equivalent to one unexcused absence.

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

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any education district-sponsored on-the-job training programs.
- 2. School-initiated absences will be accepted and participation permitted.
- 3. A student may not participate in any activity or program if he or she has an

unexcused absence from any class during the day.

4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. DISSEMINATION OF POLICY

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

IV. REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in ~~an education a school~~ district, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

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

B. Reporting Responsibility

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

1. That the child is truant;
2. That the parent or guardian should notify the education district if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate education district personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

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

C. Habitual Truant

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

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.30 (Attendance Officers)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or

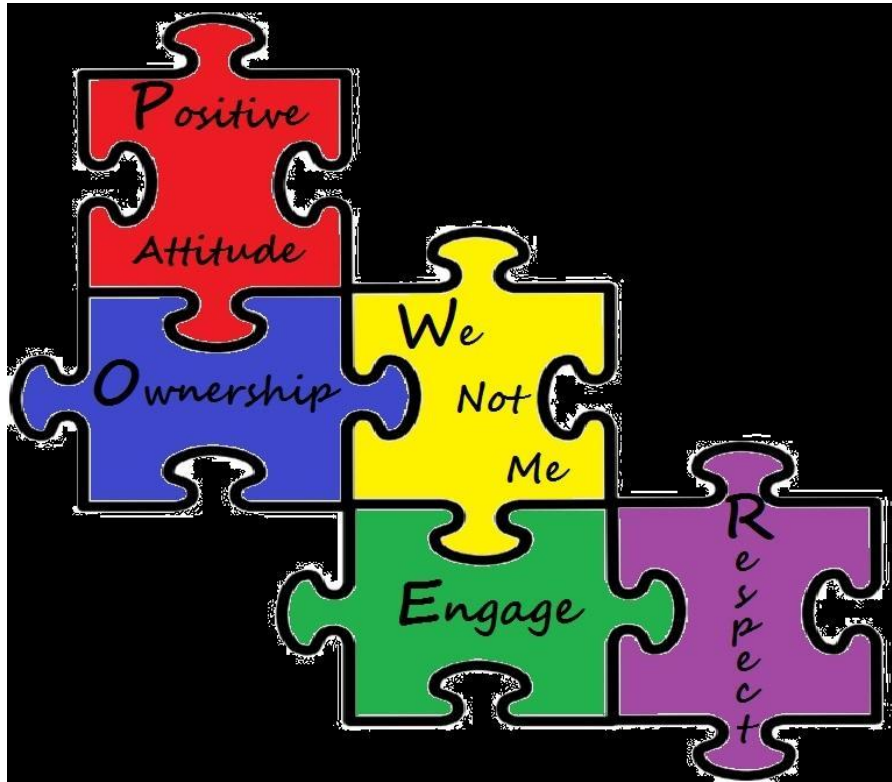
Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

- C. 5RO Enrollment — Reconsideration of Board Resolution on Enrollment
- VI. **New Business:**
 - A. 2021-2022 River Bluff Student-Parent Handbook

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River Bluff Education Center Student and Parent Handbook 2020-2021



Positive Attitude
Ownership
We, not me
Engage
Respect

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

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NOTICE OF COPYRIGHT

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

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

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Student Handbook

Dear River Bluff Education Center Families,

Welcome to the 2021 - 2022 school year! While I don't think we'll ever fully go back to the way things were before COVID - 19, I am looking forward to a somewhat more "normal" school year.

Thank you for your support and understanding as we continue to respond to COVID-19 restrictions and procedures. There continues to be concerns and questions related to how COVID - 19 will impact us this school year. Please know that we will be providing updates as possible so you and your student always know what the expectations are in the building.

Our open house date is scheduled for Wednesday, September 1, 2021 from 4:30- 6:30 p.m. We will be scheduling times for you and your student to come to the building to meet the teachers. Please mark your calendars as we look forward to meeting with you no matter how the event is held.

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

Very sincerely,

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

Belief Statement

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

Mission Statement

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

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

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

Vision Statement

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

Student Handbook

Introduction

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

Scope and Limits of Handbook

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

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

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

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

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

School Contact Information

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

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

Alternative Formats

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

Student Handbook

PART I – GENERAL INFORMATION

Impact of COVID - 19

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

Annual Pictures

Date will be announced each year prior to school starting.

Academic Information

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

Arrival and Dismissal Hours (Distance Learning hours will vary)

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

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

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

Bicycles

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

Calendar

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

Student Handbook

Complaints

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

Distribution of Non-school-Sponsored Materials on School Premises

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

Drones

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

Eighteen-Year-Old Students

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

Employee Directory

Refer to website gced.k12.mn.us

Employment Background Checks

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

Equal Access to Education District Facilities

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

Student Handbook

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

Food Service

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

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

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

Fundraising

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

Gifts to Employees

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

Graduation Ceremony

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

Interviews of Students by Outside Agencies

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

Student Handbook

Messages to Students

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

Nondiscrimination

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

Notice of Violent Behavior by Students

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

Parent Nights

Parent Night Open House will be held once a year. We will have Parent Teacher conferences in the spring and fall. Dates are: Open House September 1, 2021 and Parent Teacher Conferences on October 12, 2021 and March 10, 2022. These meetings may take place virtually depending on COVID - 19 restrictions.

Pledge of Allegiance

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

Student Handbook

School Closing Procedures

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

Searches

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

Lockers and Personal Possessions within a Locker

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

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

Desks

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

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Personal Possessions and Student's Person

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

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

Patrols and Inspections

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

Search of the Interior of a Student's Motor Vehicle

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

School-Sponsored Student Publications

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

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

Expression in an official school publication or school-sponsored activity is subject to editorial control by the education district over the style and content when the education's district's actions are reasonably related to pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

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Student Publications and Materials

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

Student Records

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

Student Surveys

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

Transportation of Public School Students

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

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

The bus ride to and from school is an extension of the school day. Behavior will be monitored. Getting off at a stop other than your own or altering your regular transportation program will

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result in a school consequence unless prior permission is received from all involved parents/guardians and school.

Video and Audio Recording

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

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

PART II — ACADEMICS

Cheating and Plagiarism

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

Extended School Year (ESY) Opportunities

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

Field Trips

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation. School rules apply on all field trips. You must be in attendance the full day to attend partial day field trips. You must also be in attendance 60% of the week to attend a field trip unless permission is granted the day prior. Students on a modified day will be able to attend field trips only if permission is received and

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arrangements are made with the building administrator prior to the trip but in no circumstance later than the day preceding the field trip.

Grades

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

Graduation Requirements

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

Course Credits Required

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

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

Minnesota Academic Standards

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

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

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

Parent Right to Know

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

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

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

PART III — RULES AND DISCIPLINE

Attendance

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

Bullying Prohibition

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

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

Buses – Conduct on School Buses and Consequences for Misbehavior

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

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

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

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

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

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

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

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

Cell Phones, Pagers, and Other Electronic Communication Devices

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

Discipline

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

Dress and Appearance

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

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

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

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

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

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

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

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

Drug-Free School and Workplace

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

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

Harassment and Violence Prohibition

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

Hazing Prohibition

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

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Internet Acceptable Use

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

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

Parking on Education District Property

Students

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

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

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

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Visitors

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

Tobacco-Free Schools

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

Transition Process Back to Mainstream School

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

Vandalism

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

Weapons Prohibition

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

PART IV — HEALTH AND SAFETY

Accidents

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

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Crisis Management

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

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

Emergency Contact Information

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

Health Information

First Aid

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

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

Communicable Diseases

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

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

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Health Service

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

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

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

Immunizations

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

Medications at School during the School Day

The Education District acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to education district policy and procedures, medications administered as noted in a written agreement between the education district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (§504 Plan), or an individual health plan (IHP). The Education District is to be notified of any change in a student's prescription medication administration.

Pesticide Application Notice

The Education District may plan to apply pesticide(s) on education district property. To the extent the Education District applies certain pesticides, the Education District will provide a notice by September 15 as to the Education District's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional

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information regarding what pesticides are used, the schedule of pesticide applications, and the long-term health effects of the class of pesticides on children can be requested by contacting the building administrator in your student's program.

Safety

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

Visitors in District Buildings

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

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

APPENDIXES

1. Policy Cross Reference Table

Topic	Model Policy Number(s)
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2. Student Records [*]

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

Parents/guardians and eligible students have the following rights:

1. That a parent or eligible student has a right to inspect and review the student’s education record. A parent or eligible student should submit to the education district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;
2. That the parent or eligible student has a right to seek amendment of the student’s education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. A parent or eligible student may ask the education district to amend a record that they believe is inaccurate or misleading. The request shall be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible

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student wishes the education district to make. The request shall be signed by the parent or eligible student. If the education district decides not to amend the record as requested by the parent or eligible student, the education district will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;

3. That the parent or eligible student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;
4. That the education district may disclose education records to other education officials within the education district if the education district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the education district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the education district board; a person or company with whom the education district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;
5. That the education district forwards education records on request to a school or post-secondary education institution in which a student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 7165 of the federal No Child Left Behind Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on education district property and certain other illegal acts;
6. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the education district to comply with the

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requirements of 20 U.S.C. § 1232g, and the rules promulgated there under, the name and address of the office that administers the Family Education Rights and Privacy Act is:

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

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

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

1. It classifies records as public, private, or confidential.
2. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
3. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
4. It establishes procedures and regulations for access to and disclosure of education records.
5. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

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

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

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

1. The directory information listed above shall be public information which the education district may disclose from the education records of a student or information regarding a parent.
2. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent’s or eligible student’s prior written consent except to school officials as provided under federal law.
3. In order to make any or all of the directory information listed above “private” (i.e., subject to consent prior to disclosure), the parent or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
 - Name of student and parent, as appropriate;
 - Home address;
 - School presently attended by student;
 - Parent’s legal relationship to student, if applicable;
 - Specific category or categories of directory information which is not to be made public without the parent’s or eligible student’s prior written consent.

Pursuant to applicable law, Goodhue County Education District gives notice to parents/guardians of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The education district must release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career

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and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

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

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

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

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

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3. Student Surveys [*]

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

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

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

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

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

4. Student Attendance [**]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

4. Administrator's Responsibility

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

B. Attendance Procedures

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

1. Excused Absences

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

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

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

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

c. Consequences of Excused Absences

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

assignments as deemed appropriate by the classroom teacher.

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

2. Unexcused Absences

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

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

b. Consequences of Unexcused Absences

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

C. Tardiness

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

Valid excuses for tardiness are:

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

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

- 4. Unexcused Tardiness

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

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

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

III. DISSEMINATION OF POLICY

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

IV. REQUIRED REPORTING

- A. Continuing Truant

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

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

1. Seven days if the child is in elementary school; or
2. One or more class periods on seven school days if the student is in middle school or junior high, or a student under the age of 17 if the student has not legally withdrawn from school, who attends high school, and who is absent from attendance without a lawful excuse for one or more class periods on seven school days.

B. Reporting Responsibility

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

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

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8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

C. Habitual Truant

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

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

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

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

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

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

III. DEFINITIONS

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

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

participate in education district functions or activities or receive education district benefits, services, or privileges.

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

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

public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

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

IV. REPORTING PROCEDURE

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

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

bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

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

V. EDUCATION DISTRICT ACTION

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

(See MSBA/MASA Model Policy 506) and other applicable education district policies; and applicable regulations.

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

VI. RETALIATION OR REPRISAL

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

shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

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

- B. The education district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all education district personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or

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

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

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

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

VIII. NOTICE

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

IX. POLICY REVIEW

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

6. Student Discipline [**]

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. AREAS OF RESPONSIBILITY

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

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

IV. STUDENT RIGHTS

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

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

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

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

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VI. CODE OF STUDENT CONDUCT

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

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

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

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

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

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

VII. DISCIPLINARY ACTION OPTIONS

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

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

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

VIII. REMOVAL OF STUDENTS FROM CLASS

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

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

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

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

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

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

- B. If a student is removed from class more than ten (10) times in a school year, the education district shall notify the parent or guardian of the student’s tenth removal from class and make reasonable attempts to convene a meeting with the student’s parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. ***Procedures for Removal of a Student From a Class.***
1. *Specify procedures to be followed by a teacher, administrator or other education district employee to remove a student from a class;*
 2. *Specify required approvals necessary;*
 3. *Specify paperwork and reporting procedures.*
- D. ***Responsibility for and Custody of a Student Removed From Class.***
1. *Designation of where student is to go when removed;*
 2. *Designation of how student is to get to designated destination;*
 3. *Whether student must be accompanied;*
 4. *Statement of what student is to do when and while removed;*

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

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

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

F. *Procedures for Notification.*

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

G. *Disabled Students; Special Provisions.*

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

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

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

- I. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.***
- J. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student’s Behavior.***
- K. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.***

IX. DISMISSAL

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

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

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

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
 1. Willful violation of any reasonable education district board regulation, including those found in this policy;

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2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of education district personnel to perform their duties, or education district sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including education district employees, or property of the education district.

C. Suspension Procedures

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

be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. Education district administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a education district-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The education district administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the education district is in the process of initiating an expulsion, in which case the education district administration may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The education district administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or

enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

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

readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

9. The education district administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the education district board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a education district board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the education district board.
2. "Exclusion" means an action taken by the education district board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year.

The authority to exclude rests with the education district board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the education district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The education district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to

- exceed five (5) days, is requested for good cause by the education district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
 8. The education district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
 9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The education district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The education district board may appoint an attorney to represent the education district in any proceeding.
 10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
 11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the education district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
 12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all education district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

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

Commissioner within twenty-one (21) calendar days of education district board action pursuant to Minn. Stat. § 121A.49. The decision of the education district board shall be implemented during the appeal to the Commissioner.

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

X. ADMISSION OR READMISSION PLAN

A education district administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

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XI. NOTIFICATION OF POLICY VIOLATIONS

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

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

XII. STUDENT DISCIPLINE RECORDS

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

XIII. DISABLED STUDENTS

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the education district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline

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is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the education district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XIV. OPEN ENROLLED STUDENTS

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

XV. DISTRIBUTION OF POLICY

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

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each education district building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the

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discipline policy has been enforced. Any recommended changes shall be submitted to the executive director for consideration by the education district board, which shall conduct an annual review of this policy.

7. Harassment and Violence Prohibition [*]

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

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

B. A violation of this policy occurs when any student, teacher, administrator, or other education district personnel harasses a student, teacher, administrator, or other education district personnel or group of students, teachers, administrators, or other education district personnel through conduct or communication based on a person’s race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, education district personnel include education district board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

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

III. DEFINITIONS

A. "Assault" is:

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

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

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
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an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

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

D. Protected Classifications; Definitions

1. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:

a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;

b. has a record of such an impairment; or

c. is regarded as having such an impairment.

2. “Familial status” means the condition of one or more minors being domiciled with:

a. their parent or parents or the minor’s legal guardian; or

b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.

5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

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

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

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

F. Sexual Harassment; Definition

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

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

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

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other education district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual’s employment or educational status;

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- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment

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or educational status; or

- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

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

- a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

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

IV. REPORTING PROCEDURES

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

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

- B. The education district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the education district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to an education district human rights officer or to the executive director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director or the education district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult education district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director or the education district human rights officer by the 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,

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observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. Education district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the building report taker must notify the education district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

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- G. In the District. The education district board hereby designates Cheryl Johnson, the GCED Executive Director, as the education district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the GCED Board Chair.¹
- H. The education district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The education district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the education district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

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- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the education district's policies and procedures.

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

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

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

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

V. INVESTIGATION

- A. By authority of the education district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by education district officials or by a third party designated by the education district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the

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complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

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

VI. EDUCATION DISTRICT ACTION

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

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targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

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

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. 413-10 Stat. § 626.556 may be applicable.

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- B. Nothing in this policy will prohibit the education district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

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

8. Hazing Prohibition [*]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the education district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the education district shall permit, condone, or tolerate hazing.

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- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The education district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the education district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of education district policies or regulations.

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- B. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

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

V. EDUCATION DISTRICT ACTION

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

VI. REPRISAL

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

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The education district will develop a method of discussing this policy with students and employees.

9. Tobacco-Free Environment []**

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

- A. “Electronic cigarette” means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other similar substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under another product name or descriptor.
- B. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked,

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absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.

- C. “Tobacco-related devices” means cigarette papers or pipes for smoking.
- D. “Smoking” means inhaling or exhaling smoke from any lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product. Smoking also includes carrying a lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product intended for inhalation.

IV. EXCEPTIONS

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

V. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to education district discipline procedures.
- C. Education district administrators and other school personnel who violate this tobacco-free policy shall be subject to education district discipline procedures.
- D. Education district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and education district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other education district supervisory personnel responsible for the area or program at which the violation occurred.

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- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VI. DISSEMINATION OF POLICY

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

10. Student Check-in Procedure

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

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4. It is recommended that students do not bring large amounts of money and or valuables to school. The school is not responsible for any losses to student property. We do have a locked cabinet in the school for valuables that are turned into staff in the morning.

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

11. Structured Student Incentive System

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

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

12. Guidelines For Behavioral Response

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

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

[*] Masking Policy

PURPOSE

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on education district property to wear face coverings in classrooms, preschool, child care settings and other

Student Handbook

indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL OF STATEMENT OF POLICY

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

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

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

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

III. DEFINITION OF FACE COVERING

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

1. Paper or disposable mask;
2. Cloth face mask;
3. Scarf;
4. Neck gaiter;
5. Bandana;
6. Religious face covering; and
7. Medical-grade masks and respirators

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

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

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

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

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

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

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

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

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

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

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

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

V. IMPLEMENTATION

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

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

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

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

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

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

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

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

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

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

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

Acknowledgement Form

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

We have received a copy of the 2021-2022 Student Handbook for the Goodhue County Education District.

Student Handbook

Student Printed Name

Student Signature

Parent/Guardian Printed Name

Parent/Guardian Signature

Parent/Guardian Printed Name

Parent/Guardian Signature

Date



5RiversOnline Handbook 2021-2022

Serving K - 12 Learners from the following school districts:

- *Cannon Falls*
- *Goodhue*
- *Kenyon-Wanamingo*
- *Lake City*
- *Red Wing*
- *Zumbrota-Mazeppa*

5RiversOnline is governed by:
Goodhue County Education District
395 Guernsey Lane • Red Wing, MN 55066 • 651-388-4441
www.gced.k12.mn.us

Welcome to 5RiversOnline!

Whatever *your* reason for choosing 5RiversOnline, our teachers and staff are excited about getting to know you! We each bring different expertise and skills, but we are all here for the same reasons.

- We wish to create an **academically and socially** rich online school experience, in which to...
- Develop **independent, deep learners** that are...
- **Supported and encouraged** to become the best possible version of themselves.

5RiversOnline Mission and Vision

Our **mission** is to provide an **academically and socially** rich online school experience, in which to develop **independent, deep learners** that are **supported and encouraged** to become the best possible version of themselves.

Our **vision** is..

- to engage, inspire and empower each learner to tap into their potential through their own metacognition, being aware of their own learning and responding to their own learning wants and needs.
- Involve the learners with goal setting and monitoring their own progress in order to ensure an options-rich future.
- provide challenging, flexible curriculum with the support and encouragement of responsive staff members.

About this Handbook

This handbook is your guide to 5RiversOnline. Inside you'll find important information about what you can expect from 5RiversOnline, and what 5RiversOnline will expect from you. The handbook also contains general instructions for operating within an online school: communicating with school staff, finding online courses, turning in assignments, and connecting with other learners. It also contains special sections for parents/guardians or other adults who support your success.

We want you to be successful! To help, please review this handbook carefully.

Sections of this handbook may apply to some learners more than others, based on type of enrollment. Before reading more, please review which type of enrollment you have chosen:

- **Comprehensive learners** are sometimes called "Fulltime" or "5RiversOnline-only." You have chosen 5RiversOnline as your "enrolling school" (district) and will earn your Minnesota high school diploma from your residential school district. You may be taking PSEO full-time, or you may even take a course or two at your local high school—but 5RiversOnline is your school.
- You are a **supplemental learner** if you are enrolled at another member district 7-12 school while taking some of your courses at 5RiversOnline. The credits you earn at 5RiversOnline apply

toward the graduation requirements at your enrolling school. **Important!** Minnesota does not fund most learners to be more than full-time. For each supplemental online course you take, your district may require you to drop a course. A district can waive this limitation and allow you to take a supplemental course in addition to full-time load. You need a signature from your counselor or principal for this.

Parent/Guardian Role

This handbook identifies areas where parents/guardians play a vital role in learner success. You can easily identify these sections by the blue box like this one. Within these areas we offer some practical suggestions for partnering with the 5RiversOnline staff and with your learner to help foster academic, personal, and social success.

Learners, read these sections to help strengthen your learning!

We are ready to support every 5RiversOnline learner. If you have any questions about the contents of this Handbook, or about how 5RiversOnline works, please contact your school principal or counselor. You may also contact 5RiversOnline directly at:

- 5ro@gced.k12.mn.us
- 651.388.4441

Handbook updates

From time to time we will make corrections or updates to this handbook. When important changes are made, you will receive an email notification to check the Policies and Handbook section of the 5RiversOnline web site, <https://5RiversOnline.org/policies-and-handbooks>.

For comprehensive (5RiversOnline-only and PSEO) learners, changes to this handbook and any 5RiversOnline policies will also be reviewed in your monthly advisory cohort meeting.

Multi-Tiered System of Support or MTSS

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework for creating positive social, emotional, behavioral, linguistic, and academic outcomes for every learner. MTSS provides access to layered tiers of culturally responsive, evidence-based instruction and assessment practices. An MTSS framework relies on the understanding that each learner can learn and thrive.

In an MTSS framework, instructional supports are differentiated by levels to accelerate growth both for learners that lag behind their peers, as well as those who exceed grade level expectations. Bottom line, it means that we are building a system that ensures learners receive the support they need when they need it.

Naturally our teachers are facilitating learning, differentiating instruction to meet most learners' understanding of the standards being taught. Learning is a process using a complex organ, the brain. Some learners may need additional support, such as a phonemic blending intervention to help them improve their reading.

Such interventions take place during a learner's school day during WINN time, or What I Need Now time.

Who is the Learner?

5RiversOnline supports learners and we understand that needs vary among learners.

It is also important that the 5RiversOnline learner supports herself or himself. This is always important, but even more so in a virtual environment.

The 5RiversOnline Learner is willing to learn and to apply metacognition, which is one's awareness and response to their own learning. If a learner is struggling with something, s/he needs to speak up and ask for help. If a learner needs or wants more challenge, s/he needs to speak with her/his teacher or advisor. We want the learners to advocate for themselves.

Self-Advocacy and Communication at 5RiversOnline

At 5RiversOnline, learners, parents/guardians, teachers and staff are a team, all focused on learner success. At 5RiversOnline, **we encourage you, the learner, to practice self-advocacy**—that is, to ask directly for what you need when you need it. You can expect timely responses (within 24 hours, excluding weekends) from all teachers and staff.

Please don't hesitate to call or email teachers and advisors to share your questions, concerns, accomplishments, or ideas about 5RiversOnline.

- I. **Your principal** is your initial go-to person as our new school is preparing to open for the 2021-2022 academic school year.
- II. **Your teacher** can most quickly resolve your concern about a specific course—for example a broken link or assignment instructions that need clarification.
- III. **Your K - 6 ELA teacher** is the best person to contact for issues such as learning progress and schedules.
- IV. **Your 7 - 12 advisor** is the best person to contact for issues such as class schedules, progress toward graduation, and post-secondary planning.
- V. For more options please see the [Who to Contact](#) page.

Email and phone are our primary means of communication at 5RiversOnline. **Every learner is given and expected to use a 5RiversOnline email account.**

Internal instant messaging system and access instructions will be shared during our Orientation Session.

Parent/Guardian Communication at 5RiversOnline

To best support your online learner's success:

- Make certain that you have an email account that is separate from your learner. Many free options exist, including Gmail. Contact 5RiversOnline Tech Support if you need help.
- Check your own email daily for all school announcements and updates on individual learner progress or attendance concerns.
- Log in regularly to your learner's Google Classroom account to check progress in courses. Let us know if you have questions.

We welcome your contact with our staff members. We encourage you to support your learner in practicing self-advocacy. Often the easiest way to resolve a question or concern mentioned about a specific class is for the learner to communicate directly with their teacher. You can expect timely responses (within 24 hours, except weekends) from all faculty and staff. Please follow up with your teacher, advisor, or the principal if you need more help.

Who to Contact

As a new school, we are hiring and will develop a more detailed contact page [here](#). For now, please contact us at:

5RO@gced.k12.mn.us
651.388.4441

5RiversOnline Remote Learning Policy

5RiversOnline is governed by the Goodhue County Education District. 5RiversOnline follows [GCED District Policies](#). With an online school, we also have the following Remote Learning Policy that sets forth the expectations of students and their parents/guardians while learners are engaging with 5RiversOnline. "Remote learning" means that instruction in which the learner and teacher are in different locations. This may include interacting with a student through the use of computer, phones, and/or other communication technologies for the delivery of instruction, check in or other communications between learner, teacher, and other staff members. Distance learning may include: video-conferencing, email, Zoom, Google Classroom, SeeSaw, online curriculum resources and/or other resources as directed by your learner's teacher.

Learner Grading and Engagement Expectations

- **Grading:** Teachers will provide assignments that will be graded using our standards based grading system. Report cards will be emailed home at the end of each semester.

- **Attendance:** Teachers will take attendance daily; attendance is based on learners participating in live class sessions, responding to questions online, turning in assignments and making adequate continuous progress.
- **Academic Honesty:** Academic honesty and personal integrity are fundamental characteristics of a learner's education and development. We expect that 5RiversOnline learners will do their own work fully and that they will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Learner Behavior and Parent/Guardian Supervision Expectations

- **Learner Supervision:** Learners are under the supervision and control of their parent/guardian or a responsible adult caregiver while the learner is participating in online learning. 5RiversOnline is not responsible for the supervision or control of any learner while the learner is participating in online learning or school related activities. Parents/guardians are encouraged to communicate with their learner's teacher if they have concerns. If there is another childcare provider or adult supporting your learner for online learning, please provide in writing that person's name, email address, and your permission for 5RiversOnline staff to communicate with that person regarding your learner's academic work. Due to FERPA guidelines, 5RiversOnline staff may only communicate about academics with parents/guardians unless we have written permission to speak to another person.
- **Learner Work Areas:** To the greatest extent possible, learner work areas should be conducive to learning, reasonably quiet, free of distractions and any material that violates the law or 5RiversOnline policy, and capable of supervision at all times by a parent/guardian or responsible adult caregiver.
 - Learners should have all materials and equipment (e.g. tablet/laptop, pencil, paper, etc.) ready for their use before the start of any distance learning instruction or school related activity.
 - Please keep all pets, siblings not engaging in learning, cell phones or personal devices away from the learning area.
 - Students must promptly comply with any teacher request to mute or unmute their device microphone or remove an item, individual, or pet from their work area.
 - Learners must log off of the video call when the teacher ends the session.
- **Learner Dress Code:** While learners do not have a dress code while attending 5RiversOnline, learners must be dressed appropriately at all times during distance learning and other virtual school related activities that occur over video. Appropriate dress includes clothes that cover the learner's torso from their shoulders through to their knees. Clothing should be free of any violent or offensive language or pictures.
- **Absences:** If the learner will be unable to participate in any school related activity for any reason, please contact the teacher or other 5RiversOnline staff member with whom the learner was scheduled to meet as soon as possible.
- **Learner Log In/Parent Technical Support:** Learners will be provided with personal login credentials for online/virtual distance learning instruction, meetings and school related activities

for their own use. Learners are asked not to share their login information with any other person except for their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the learner in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the learner with any login processes and troubleshooting of technical challenges. Technical difficulties can be reported to Tech Help.

- **Parent Engagement in Instruction:** Parents/guardians and responsible adult caregivers should not interfere, disrupt, or directly participate in virtual distance learning lessons *unless* requested by the teacher or without teacher written permission. 5RiversOnline distance learning instruction and other online or virtual school related activities are intended for 5RiversOnline learner and 5RO personnel use. Parents/guardians and responsible adult caregivers are not permitted to log into or attend online/virtual distance learning instruction, meetings, or other school related activities unless specifically requested by the teacher or other 5RiversOnline employee or contractor.
- **Confidentiality:** There is no expectation of privacy in virtual classrooms. When logging in to any virtual learning activities, Parents/Learners are acknowledging their understanding that anything that they say, write, or do while on video or audio might be viewed or heard by others.
 - Parents/guardians and responsible adult caregivers must maintain strict confidentiality of any information they obtain or observe regarding other students (e.g. academic performance, medical conditions, disabilities, behavior, etc.) while supervising a learner;s virtual or online instruction or school related activities.
 - Learners, parents/guardians, responsible adult caregivers and any other individual who may be in or around a learner’s work area are not permitted to photograph, video or audio record, or screenshot any distance learning instruction or other virtual, online or telephonic school related activities without express written permission from 5RiversOnline.
 - 5RiversOnline may record virtual classes or other group distance learning activities for use by other learners who may benefit from accessing the instruction at a later time. No counseling or special education services provided in a group session will be recorded. Recordings will be retained for two weeks and then recordings will be destroyed unless a written request is received to save a specific recording.
 - The identity of all learners participating in any small group counseling session with a 5RiversOnline employee or contractor and other learner(s) and all the statements made or discussions occurring during such counseling sessions are confidential and may not be disclosed to any individual, unless it is required for a student’s safety.
 - Teachers may record one to one learner communications, with parent/guardian/adult learner consent. Counseling sessions will not be recorded under any circumstance.

- **Technology Policy:** Learners, parents/guardians and responsible adult caregivers must comply with the 5RiversOnline technology policy as described here in this handbook.
 - 5RiversOnline technology and equipment includes but is not limited to 5RiversOnline electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. 5RiversOnline technology and equipment may only be used for educational purposes in accordance with the 5RiversOnline Learner Technology Policy and Acceptable Use Agreement.
 - Learners and parents/guardians acknowledge that 5RiversOnline technology and equipment are owned by 5RiversOnline . By logging into or accessing 5RiversOnline technology or equipment, users acknowledge that they have no expectation of privacy in the use of 5RiversOnline technology or equipment, even if such technology is used on a personal device. 5RiversOnline reserves the right to access communications, files, and other data stored on or sent over 5RiversOnline technology or equipment.
 - Technological resources provided by 5RiversOnline must be used in safe, responsible, appropriate, and legal manner in accordance with 5RiversOnline policies and in support of its instructional program for the advancement of learning.
 - Downloading, uploading, viewing, posting, or sharing inappropriate content, including pornographic, defamatory, discriminatory, harassing, bullying or otherwise offensive material is prohibited.
 - Learners must not access 5RiversOnline online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so by the teacher.
 - Learners may not access personal electronic devices or any software, applications or websites during 5RiversOnline distance learning instruction or school related activities unless specifically instructed to do so by the teacher.
- **Application of Disciplinary Rules/Policy:** All 5RiversOnline rules and policies regarding student behavior and discipline are governed by Goodhue County Education District Policies, including but not limited to:
 - #506 Student Discipline
 - #514 Bullying Prohibition Policy
 - #524 Internet Acceptable Use and Safety Policy
 - #526 Hazing Prohibition

Learners who fail to adhere to the above requirements may be subject to legal action including but not limited to suspension or expulsion.

- Any learner who believes that they have been subject to misconduct prohibited by school district policies and procedures or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the 5RiversOnline's principal.

Getting Started: Your First Quarter at 5RiversOnline

We are a new school and will have virtual orientations so that we can meet

Who	What	When	Where
All new K - 6 Learners	5RiversOnline Technology Orientation	TBD	Learners will be sent a link within 3 days prior to the event.
All new 7 - 12 Learners	5RiversOnline Technology Orientation	TBD	Learners will be sent a link within 3 days prior to the event.
All (new) K - 6 Learners	Welcome to School Orientation!	TBD	Learners will be sent a link within 3 days prior to the event.
All (new) 7 - 12 Learners	Welcome to School Orientation!	TBD	Learners will be sent a link within 3 days prior to the event.
All K - 6 Learners	Quarterly Kick-Off	See School Calendar	Learners will be sent a link within 3 days prior to the event.
All 7 - 12 Learners	Quarterly Kick-Off	See School Calendar	Learners will be sent a link within 3 days prior to the event.

Technology Orientation: All new 5RiversOnline learners are expected to complete the 5RiversOnline Technology Orientation before the start of your first quarter at 5RiversOnline. You will be sent a link within 3 days prior to the event. In addition, this information will be available in an on-demand format.

Orientations: 5RiversOnline learners and families will be invited to virtual orientations.

Quarterly Kick-Off: 7 - 12 Learners—new and returning—are invited to the real-time (“live”) quarterly kick-off webinar. Times and links will be posted and shared in all advisory cohort.

13 Tips for Succeeding at 5RiversOnline

5RiversOnline faculty and learners report that **a consistent effort is the most important factor in a learner's achievement.** Putting forth this effort is your best guarantee that you will enjoy your classes, learn needed skills, stay on track for graduation, and be ready for your post-secondary plan!

Here are some important tips that will help you to succeed at 5RiversOnline:

1. **Make sure you have the technology you need**, including a laptop or desktop computer with Chrome installed and a high speed Internet connection. Please note that Chromebooks, iPads or other tablets are not enough—and you definitely can't do 5RiversOnline on a phone!

2. **Complete the 5RiversOnline Technology Orientation** as soon as you are given access.
3. **Make a schedule and stick to it.** Be sure to look in each of your courses for the weekly overview, a checklist of learning activities and assignments. Elementary learners, your teachers will help you with this. Secondary learners, plan on at least one hour per course per day or 5-8 hours per course per week. Do the important things first, including the things that are harder for you.
4. **Submit assignments and look for feedback!** Progress in your courses depends on you submitting work, and in some cases responding to your teachers' feedback. As explained in the video linked to below, **this is how 5RiversOnline counts attendance.** Make sure to learn your way around the **My Progress / My Grades** page so you can easily find your teachers' responses to your work.
5. **Remind yourself that effort counts.** Make consistent effort and watch yourself grow! Notice the difference that hard work (practice) makes in the lives of people you admire—family, friends, artists, and athletes.
6. **Ask family, friends and 5RiversOnline staff for support.** Sometimes, when we struggle to remember that effort counts, we need other people to cheer us on. Consider telling someone you trust "I need help feeling better about the work I'm doing," or "I need help remembering that I really am making progress." Your 5RiversOnline counselor and teachers are happy to support you in this as well.
7. **Reward yourself with small breaks throughout the day.** Online learning allows us to take breaks when we need them. However, it's important to put serious distractions on the shelf and well out of reach until the end of the day. Family and friends can help you with this too.
8. **Pay attention to wellness.** Take care of yourself when working many hours on a computer. The best rewards you can give yourself are short breaks for exercise or connecting with someone you love, healthy snacks, and plenty of water!
9. **Ask for help or clarification when you need it.** You don't have to do this alone. Contact your teachers. You can also write notes to them on your assignments, such as: "I'm not sure I get #4", or "Am I supposed to _____ here?"
10. **Report problems and move on while you are waiting for a resolution.** Links can and do break. If something isn't working as we have described it, please check with your teacher or submit a tech ticket and then keep moving on.
11. **Print out instructions and weekly overviews / checklists.** It's nice to be paper-free, but a little bit of paper can help you to keep organized and make better use of your time online.
12. **Make connections at and through 5RiversOnline.** 5RiversOnline offers many casual and formal opportunities to connect with other learners and to get involved in making 5RiversOnline a great school. You will learn about them in your morning meetings and advisory cohorts. We encourage you to take advantage of these opportunities.
13. **Celebrate your accomplishments.** The self-management skills you are developing as an online learner will serve you in college and in your future careers.

Parent/Guardian Quick Tips to Support Learner Success

- Make sure your student has the technology, space and time they need to focus on 5RiversOnline.
- Make sure you understand the 5RiversOnline attendance requirements.
- Check your email and/or phone daily for communications from teachers and staff.
- Ask your student to give you a tour of their courses and learning activities in Google Classroom.
- Ask them regularly to discuss what they are learning at 5RiversOnline.
- Encourage them to develop time management and self-management skills.
- Encourage them to write, text, message or call teachers, counselors, and advisors to get the information they need.
- Access 5RiversOnline Tech Support when dealing with tech issues.
- Attend 5RiversOnlineparent/guardian events to learn more about your school.

What to do EVERY DAY at 5RiversOnline

K - 6 Learners

Our elementary learners have more structure in their day. It is extremely important for them to log in every day to their morning meeting and English Language Arts classes. It is during these times that everyone will learn what to do and when to log in to their other courses.

7 - 12 Learners

Flexibility is one of the greatest benefits of attending 5RiversOnline; you can create your own daily or weekly schedule based on your other commitments. However, flexibility can also present one of the biggest challenges for 5RiversOnline learners. You'll want to do these things each day to be successful.

1. **Organize your time:** You are expected to spend 60-90 minutes per day (M-F) or 5-8 hours per week per course on your assignments. Yes, you can work on the weekend, or early in the morning or late at night—but is it a realistic plan? What time have you set aside for 5RiversOnline today? Use a daily planner or scheduling tool, make a plan and stick to it!
2. **Submit assignments in the designated platform!** You are only counted as attending 5RiversOnline if you submit work regularly to demonstrate that you are learning. Logging in is not sufficient.
3. **Check your email** Detailed instructions will be forthcoming.
4. **Log in to the Learning Platform,** Detailed instructions will be forthcoming.
5. **Stay on Pace** – The 5RiversOnline Pace Chart is being developed so that you can help yourself stay on pace. It indicates when 5RiversOnline course week begins and ends.

An important note on academic support: Online learning is *not* independent study. Learning is an active process that requires support, which is why we are here!

If you are confused or struggling for any reason in any course, here's what to do:

- **Consider that this may not be you!** Online teaching and learning involve a lot of writing and

we all make mistakes. Maybe your teacher can clarify something that will save you time and trouble.

- Contact your teacher by email or other designated method of communication.
- Meet with your teacher at a scheduled time or drop in on your teacher during designated office hours.
- If you are struggling in more than one course, or with organizing your time, ask your teacher or advisor to help you make a plan.

5RiversOnline Learners & Their Resident District

It is important that our virtual learners are able to stay connected to their own communities and that includes their resident school district. Because of that,

- Learners may work with 5RiversOnline to create a schedule to blend their virtual learning classes with particular hands-on courses in their resident district. For example, a student may take their academic core classes online and then participate in band or choir in their resident district.
- Learners may participate in their resident district's extracurricular activities and athletics. *All Minnesota State High School League regulations apply.*

Parent/Guardian Supporting Students

There are strong benefits when teachers and parents/guardians work together to help learners take responsibility for their own learning. Learners experience more growth, enjoyment and progress toward goals and graduation. In addition, learners develop confidence and self-discipline, which support their future selves throughout life. Earlier in this handbook, we suggested ways to support your learner; here are more suggestions:

- Attend **online parent/guardian meetings**. Watch your email for invitations.
- Check your own email regularly. You may expect communication to alert you of any academic or attendance concerns. Teachers use email as their primary communication tool.
- Log in to your parent portal on the designated platform.
- Periodically review the 5RiversOnline calendar and pacing guides.
- Set aside time, at first every day then weekly, to:
 - Review computer organization skills. Learners should create one Desktop or Documents folder for each course they are taking. They should keep backup copies of work submitted.
 - Review and discuss your student's attendance, work submitted, progress, and grades in each course.
 - Review what they are learning, what's going well, and what could be better.
- Encourage learners to challenge themselves. Learning is an ACTIVE process.

**Goodhue County Education District #6051
Restrictive Procedures Training Attendance**

Training: PCM

Date: 6/8/2021; 8/16/21; 8/17-19/21

Trainer: Brandon King, Shelly Angell, Nicole Gnotke

Name of Attendee	Position	
Cassandra Vokoun	MHP	
Hannah Bystrom	MHP	
Lauren Grammond	Social Worker	
Samantha Kennedy	MHP	
Katie Rausch	Teacher	
Amanda McDonnell	Paraprofessional	
Peter Kroneman	Teacher	
Nick Walther	Teacher	
Weston Johnson	Teacher	
Kailee Acosta	Paraprofessional	
Megan Schenach	Paraprofessional	
Adam Walther	Teacher	
Anne Harty	Paraprofessional	
Emily Grobe	Teacher	
Erica Cordes	Teacher	
Jamie Hall	Paraprofessional	
Jennifer Marquardt	Coordinator	
Julie Walz	Paraprofessional	
Katie Dunn	Teacher	
Liz Peterson	Paraprofessional	
Melody McDonnell	Paraprofessional	
Michelle McElmury	Teacher	
Nicole Bolduan	Principal	
Stephanie Schiltz	Teacher	
Tira Petersen	Teacher	
Todd Avery	Paraprofessional	
Abby Wiley	Teacher	
Andrea King	Social Worker	
Becky Norton	Teacher	
Bridget Larson	Paraprofessional	
Isaac Peterson	Paraprofessional	
Jen Nerison	Teacher	
Joni Schake	Teacher	
Julie Braford	Teacher	
Liz Diggins	Teacher	
Matt Rodgers	Social Worker	
Molly Dodge-Brage	Social Worker	
Naomi McCord	Paraprofessional	
Patti Visconti	Paraprofessional	
Sam Roben	Teacher	
Stacey Anderson	Teacher	
Brandon King	Teacher	
Shelly Angell	Social Worker	
Nicole Gnotke	Teacher	

Goodhue County Education District #6051
Site Trainings

To meet all of the requirements of 125A.0942 subd 1(3), staff who use **restrictive procedures** will complete training in the following skills and knowledge areas.

Skills and Knowledge Areas

River Bluff Education Center

- | | |
|---|-------------------------------|
| 1. Positive behavioral Interventions | * PCMA |
| 2. Communicative intent of behavior | * PCMA |
| 3. Relationship building | * PCMA |
| 4. Alternatives to restrictive procedures | * PCMA |
| 5. De-escalation methods | * PCMA |
| 6. Standards for using restrictive procedures | * PCMA |
| 7. Obtaining emergency medical assistance | * PCMA |
| 8. Psychological/Physiological impact of physical holding and seclusion | * PCMA |
| 9. Physical signs of distress during restraint | * PCMA; OH State Medical Info |
| 10. Recognizing symptoms of asphyxia during restraint | * PCMA |



The Goodhue County Education District has one room used for seclusion during the ~~2020-2021~~ 2021-2022 year.

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

Building: River Bluff Education Center **Date of Inspection:** August 17, 2015

Room #: D100.6 **Person(s) Completing Form:** Cherie Johnson

Fire Marshall checked on: August 17, 2015

Registered with MDE on: November 3, 2015

Room Measurement: 6'x5'4"

Description of Lighting, Ventilation and Heating: LED fixture. Ventilation goes through room at ceiling level – no opening into room

Plan for Maintenance and Cleaning after Use: The room is cleaned daily by the building custodial staff. Staff who use Room #D100.6 for seclusion will ensure the cleanliness of the room prior to and after each use.

Window Measurement: Room # D100.6 has a window in the door that measures 24"x4". When standing in front of the window, staff is able to see into the entire room.

Location of fixtures including electrical outlets, switches, smoke detectors, heating and ventilation fan and lights: There is one photoelectric smoke detector in the ceiling, a dimmer switch on the South wall, a sprinkler head in the ceiling(light hazard, quick response, security type sprinkler head), a ceiling diffuser (ducted supply air with a fire damper), and a return air grille in the ceiling (ducted return air with a fire damper).

- Are all fixtures tamperproof? Yes

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

- Is ceiling secure? Yes No

Door and locking mechanisms:

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

Describe for the school will ensure the room does not contain any objects the child may use to injure the child or others: School staff will check Room # D100.6 prior to use and after each use and immediately remove any objects that could be used to injure the child or others.

Any room that does not meet the MN law and statutory provisions must be repaired. The district's plan for repair is: If at any time the room, locking mechanism, or any item in the room is found to be in need of repair, use of the room will immediately cease until repair can be made. Needed repairs will be reported to the Custodian and the Goodhue County Education Director.

Use of Restrictive Procedure – Physical Holding

Student Name: _____ ID: _____ DOB: _____ Grade: _____
 School: _____ Date of Incident: _____

Ethnicity: Is the student Hispanic/Latino? Yes No
 What is the student's Race? (choose one or more)
 American Indian or Alaska Native Asian
 Black or African American White
 Native Hawaiian or Pacific Islander

Directions: The staff person who implemented or oversaw a physical hold must complete this form each time a physical hold is utilized.

Staff Involved:

Name:	Position	Role	Trained
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

Person completing form: _____ Title: _____

EMERGENCY

Was physical holding used to protect student or others from physical injury: Yes No

Description of the emergency situation:

Description of the incident that led to physical holding:

PHYSICAL HOLDING

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

Was physical holding the least intrusive intervention to effectively respond to the emergency? Yes No

Explain why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical:

Did physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? Yes No

Explain:

Did staff directly observe the child during physical holding? Yes No

Explain:

Did staff sustain an injury as a result of the physical holding: Yes No

Did the student sustain an injury as a result of the physical holding: Yes No

Time physical holding began: _____ Ended: _____ Total time: _____

Removal From School

Was the student removed from school by a police officer at the request of school personnel: Yes No

Parent Notification

Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day.

Parent: _____ Date: _____ Time: _____

Notified by: _____

How notified: _____



Use of Restrictive Procedures: Seclusion

Date: _____

Student: _____

ID: _____

DOB: _____

School: _____

Grade: _____

Gender: _____

Part A. Is the student Hispanic/Latino?

Yes No

Part B. What is the student's race? (*Choose one or more*)

American Indian or Alaska Native

Asian

Black or African American

White

Native Hawaiian or Other Pacific Islander

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

Staff involved:

Name:

Position:

Signature of person completing this form:

Position:

Phone:

EMERGENCY

Was seclusion used to protect student or others from physical injury?

Yes No

Description of the emergency situation:

Description of the incident that led to seclusion:

SECLUSION

Location of the seclusion room:

Did the room meet the requirements of a room used for seclusion? Yes No
Was the room well lit, well ventilated, adequately heated and clean? Yes No
Did the room contain objects that a student may use to injure themselves or others? Yes No

Brief description of the student's behavior and physical status during seclusion:

Was seclusion the least intrusive intervention to effectively respond to the emergency? Yes No

Explain why a less restrictive intervention failed or was determined to be inappropriate or impractical:

Did the seclusion end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? Yes No

Explain:

Did staff directly observe the child during the seclusion: Yes No

Explain:

Did the student sustain an injury as a result of the seclusion: Yes No

Did staff sustain an injury as the result of the seclusion: Yes No

Time seclusion began: _____ Ended: _____ Total Time: _____

REMOVAL FROM SCHOOL

Was the student removed from school by a police officer at the request of school personnel: Yes No

PARENT NOTIFICATION

Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day.

Parent: _____ Date: _____ Time: _____

Notified by: _____

How notified: _____

**Goodhue County Education District #6051
Staff Debriefing Meeting**

Student Name: _____ **DOB:** _____ **Building:** _____
Date of Debrief: _____ **Date of Incident:** _____

Student on an IEP: Yes ___ No ___ BIP in Place: Yes ___ No ___
 Was IEP followed: Yes ___ No ___ Was BIP followed: Yes ___ No ___

If answered no, explain why:

Signatures of staff attending debrief (should include at least one person not involved in incident who has knowledge of behavior). Circle the Facilitator's signature:

Involved Staff: _____

Identify the antecedents, triggers and proactive interventions used prior to escalation. Briefly describe the impact of the less restrictive interventions. What behavior did the student exhibit to require a restrictive procedure? Was the intervention used to protect the child/others from injury or to prevent serious property damage? Describe student and staff behavior during the intervention.

What actions helped/what did not help?

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

Was the hold/seclusion an emergency? Yes ___ No ___
 Was the hold/seclusion least intrusive? Yes ___ No ___
 Did the hold/seclusion end when threat of harm ended? Yes ___ No ___
 Is corrective action needed? Yes ___ No ___
 Is the behavior likely to occur again? Yes ___ No ___

Follow-up action (to prevent need for future restrictive procedures):

Behavior History:

Other restrictive procedures used in the last 4 months? Yes ___ No ___
 Restrictive procedures used twice in a month? Yes ___ No ___
 Does the team see this as a pattern? Yes ___ No ___
 Does the child's IEP team need to meet? Yes ___ No ___

Place a copy of these forms in the Child's Due Process File.
Send copies to the case manager, building administrator, and ¹⁷⁰Goodhue County Education District Director.

**Goodhue County Education District #6051
Building Oversight Committee Members**

~~2020-2021~~ 2021-2022

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

River Bluff Education Center Oversight Committee Members

Cheryl Johnson, Executive Director

Nicole Bolduan, Director of Special Education/Principal

Jenny Marquardt, Coordinator

Shelly Angell, Social Worker

Erica Cordes, Teacher

TBD, Mental Health Professional

Jamie Hall, Paraprofessional

**Goodhue County Education District #6051
Building Oversight Committee Review Form**

Summary of Restrictive Procedures Form Physical Holding

Frequency of Use:	Increase	Decrease	Same			
Duration of Use:	Increase	Decrease	Same			
Were the positive interventions consistently used prior to use of a restrictive procedure?	Yes	No				
Were parents notified the same day of the procedure or w/in 2 days (written or electronic)?	Yes	No		Explain:		
Was an IEP meeting scheduled?	Yes	No				

Summary of Restrictive Procedures Form Seclusion

Frequency of Use:	Increase	Decrease	Same			
Duration of Use:	Increase	Decrease	Same			
Were the positive interventions consistently used prior to use of a restrictive procedure?	Yes	No				
Were parents notified the same day of the procedure or w/in 2 days (written or electronic)?	Yes	No		Explain:		
Was an IEP meeting scheduled?	Yes	No				

Summary of Prone Restraint Form

Frequency of Use:	Increase	Decrease	Same			
Duration of Use:	Increase	Decrease	Same			
Were the positive interventions consistently used prior to use of a restrictive procedure?	Yes	No				
Were parents notified the same day of the procedure or w/in 2 days (written or electronic)?	Yes	No		Explain:		
Was an IEP meeting scheduled?	Yes	No				

Summary of Staff Debriefing Meeting forms:

Is there a pattern of antecedents?	Yes	No	Specify			
Is there a pattern of behaviors?	Yes	No	Specify			
Is there a pattern of staff response?	Yes	No	Specify			
Is there a pattern of interventions that helped return this student to his/her routine activities?	Yes	No				
Is there a pattern of interventions that escalated student behaviors?	Yes	No		Explain:		
Were procedures routinely discontinued when threat of harm ended?	Yes	No				
Were procedures routinely used only in an emergency?	Yes	No				

Members of the Review Team:

**Goodhue County Education District #6051
Building Oversight Committee Review Form**



Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

Restrictive Procedures Oversight Committee Meeting Log

Members Present

Date:	Start:	Stop:
-------	--------	-------

Agenda: Review RP data collected. Identify frequency of RP by student, school, and type of procedure. Determine if any RP were used in a non-emergency situation, review injuries if they occur, and if any additional staff training is necessary. When multiple RP have been implemented with one student, patterns or problems will be explored concerning: time of day, day of the week, duration, individuals involved, or any other factor where similarities may be established. Trends in data will be reviewed and compared to historical data. Proposals will be made to minimize the use of RP in the district.

Review of Data	Discussion	Action
Injuries	No Yes	
Non-emergencies	No Yes	
Staff Training	No Yes	
Emerging Patterns		
Trends		
Proposals to Minimize RP	175	

**Goodhue County Education District #6051
Annual Summary of Use of Restrictive Procedures**

School: _____ **Date:** _____

Staff Training:

How many staff members received the required CPI training in your building? _____
Did any untrained staff participate in a restrictive procedure? Yes No If yes, what was the rationale? _____

Seclusionary Time Outs:

How many seclusionary time outs were used during the school year? _____
Were any seclusionary time outs conducted in other than the specially designed time out room? Yes No
Were seclusionary time outs used only in response to an "Emergency?" Yes No
If the answer is "no," explain why and the corrective action taken: _____

Seclusionary time out room(s) was/were inspected during the school year? Yes No
Any repair to the room(s) has/have been made? Yes No
If no, responsible parties have been contacted to ensure room(s) has/have been repaired? Yes No

All room repairs must be made prior to the start of the next school year.

Physical Holding:

How many physical holdings were used during the school year? _____
Were physical holdings used only in response to an "Emergency?" Yes No
If the answer is "no," explain why and the corrective action taken: _____

Prone Restraint:

How many prone restraints were used during the school year? _____
Were any prone restraints used only in response to an "Emergency?" Yes No
If the answer is "no", explain why and the corrective action taken: _____

Prohibited Use:

Did the debriefing teams find incorrect or prohibited use of a restrictive procedure? Yes No
If "yes," what corrective action was taken: _____

Building Oversight Committee Recommendations for the Next Year (include training): _____

Goodhue County Education District #6051

Restrictive Procedures Plan

~~July 1, 2020~~ August 1, 2021

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Goodhue County Education District #6051 Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.0941 and 125A.0942, Subd. 1, every school district is required to develop and make public a plan that discloses its use of restrictive procedures. Restrictive Procedure means the use of physical holding or seclusion in an emergency. The plan specifically outlines the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee; and a written description and documentation of the training and staff that have completed the training. This plan is available upon request.

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

A. Definitions

The following terms are defined as:

1. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person's request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists.
2. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. The term physical holding does not mean physical contact that:
 - a. helps a child respond or complete a task;
 - b. assists a child without restricting the child's movement;
 - c. is needed to administer an authorized health related service or procedure; or
 - d. is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
3. "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
4. "Restrictive procedures" means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
5. "Seclusion" means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or

preventing the child from leaving the room. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

B. Staff Training – Requirements and Activities

Requirements

Personnel development activities will be provided to district staff and contracted personnel who have routine contact with students and who may use restrictive procedures in the following areas described below.

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

1. Questioning – Questioning authority and attempting to draw staff into power struggles.
2. Refusal – Noncompliance / slight loss of rationalization.
3. Release – Acting out or emotional outburst.
4. Intimidation – Verbal or nonverbal threatening.
5. Tension Reduction – Drop in energy after crisis situation.

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

1. Building relationships with students when they are doing well.
2. Re-establishing relationships after students come back from a crisis. Re-establishing rapport.
3. Provide students personal space.
4. Use appropriate nonverbal and paraverbal communication (tone, volume and cadence) when establishing relationships with students.

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

1. Recognizing anxiety.

2. Recognizing nonverbal behavior.
3. Giving students time and space to release.

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

1. Time and space
2. Someone to talk with
3. Walk/Exercise/Movement

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

1. Only as a last resort when a person is a danger to self or others.
2. Always maintaining the Care, Welfare, Safety and Security of all.

Staff who design and use behavioral interventions will follow the Goodhue County Education District #6051 Crisis Plan in an emergency situation. Staff will also recognize that the physiological and psychological impact of physical holding and seclusion is different for all students. Staff must analyze, be aware of, and respond to this impact. Everyone being restrained should be considered “at risk”. Interventions will be monitored for physical and psychological distress including the symptoms of and interventions that may cause potential asphyxia when physical holding is used.

Training records will identify the content of the training, attendees, and training dates. Goodhue County Education District #6051 will compile a list of all Professional Crisis Management Association (PCMA) trainings and forward attendance records to the district on a quarterly basis. The district will maintain records of additional trainings provided within the district. Records of all trainings will be maintained at each building site. See Appendix A and B for Site Trainings and Attendance Forms, respectively.

The following employee job classifications are authorized and certified to use restrictive procedures.

- Licensed special education teacher
- School Social Worker
- School Psychologist
- Behavior analyst certified by the National Behavior Analyst Certification Board
- A person with a master’s degree in behavior analysis
- Other licensed education professional
- Highly qualified education paraprofessional
- Mental Health professional

C. Restrictive Procedures and/or Seclusion

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

(1) physical holding or seclusion is the least intrusive intervention that effectively responds to the emergency;

(2) physical holding or seclusion is not used to discipline a noncompliant child;

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

(4) staff directly observes the child while physical holding or seclusion is being used;

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

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

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

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

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

(6) the room used for seclusion must:

(i) be at least six feet by five feet;

(ii) be well lit, well ventilated, adequately heated, and clean;

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

(iv) have tamperproof fixtures, electrical switches located immediately outside the door, and secure ceilings;

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

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

(7) before using a room for seclusion, a school must:

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

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

Physical Holdings

All buildings in the Goodhue County Education District #6051 intend to use the following types of physical holding when trained in PCMA: 1 Person Transportation, 2 Person Transportation, 1 Person Vertical Immobilization, 2 Person Vertical Immobilization, 3 Person Vertical Immobilization, 3 Person Supine Barr may be used. Additional training and monitoring by a qualified PCMA Instructor will be provided to staff using these procedures.

Seclusion

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

No other buildings in the Goodhue County Education District #6051 will use any locked time out rooms for seclusion.

Notification to Parents

A school shall make:

- Reasonable efforts to notify the parent on the same day a restrictive procedure is used; or
- If unable to provide same-day notice, notice is sent within two days by:

- Written means;
- Electronic means; or
- As otherwise indicated by the parent in the child's IEP or BIP

Reporting Requirements for Using Restrictive Procedures

Goodhue County Education District must report summary data to MDE by July 1st of the current school year, on districts' use of restrictive procedures during that school year, including data on:

- The number of incidents involving restrictive procedures;
- The total number of students on which restrictive procedures were used;
- The number of resulting injuries;
- Relevant demographic data on the students and school; and
- Other relevant data collected by the district.

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

Reporting Requirement – Serious Injury

“Serious Injury” means:

- Fractures;
- Dislocations;
- Evidence of internal injuries;
- Head injuries with loss of consciousness;
- Lacerations involving injuries to tendons or organs and those for which complications are present;
- Extensive second-degree or third-degree burns, and other burns for which complications are present;
- Extensive second-degree or third-degree frostbite, and others for which complications are present;
- Irreversible mobility or avulsion of teeth;
- Injuries to the eyeball;
- Ingestions of foreign substances and objects that are harmful;
- Near drowning;
- Heat exhaustion or sunstroke; and all other injuries considered serious by a physician*

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

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

D. Prohibited Procedures

The Goodhue County Education District will never use the following prohibited procedures on a child:

1. Corporal punishment which includes conduct involving: (a) hitting or spanking a person with or without an object; or (b) unreasonable physical force that causes bodily harm or substantial emotional harm;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate a child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556 (reporting of maltreatment of minors);
6. Totally or partially restricting a student's senses as punishment;
7. Withholding regularly scheduled meals or water;
8. Denying the child access to bathroom facilities; and
9. Physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso.
10. Prone Restraint

E. Documentation of Physical Holding and Seclusion

By February 1, 2015, and annually thereafter, stakeholders may, as necessary, recommend to the commissioner specific and measurable implementation and outcome goals for reducing the use of restrictive procedures and the commissioner must submit to the legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. The statewide plan includes the following components: measurable goals; the resources, training, technical assistance, mental health services, and collaborative efforts needed to significantly reduce districts' use of seclusion; and recommendations to clarify and improve the law governing districts' use of restrictive procedures. The commissioner must consult with interested stakeholders when preparing the report, including representatives of advocacy organizations, special education directors, teachers, paraprofessionals, intermediate school districts, school boards, day treatment providers, county social services, state human services department staff, mental health professionals, and autism experts. Beginning with the 2016-2017 school year, in a form and manner determined by the commissioner, districts must report data quarterly to the department by January 15, April 15, July 15, and October 15 about individual students who have been secluded. By July 15 each year, districts must report summary data on their use of restrictive procedures to the department for the prior school year, July 1 through June 30, in a form and manner determined by the commissioner. The summary data must include information about the use of restrictive procedures, including use of reasonable force under section 121A.582.

The use of restrictive procedures in emergency situations will be documented through the use of the Restrictive Procedures Physical Holding Form (see Appendix E), Restrictive Procedures Seclusion Form (see Appendix F), and the Staff Debriefing Meeting Form (see Appendix G).

F. Documentation of Post-use Staff Debriefing Meeting

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

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

G. Documentation for an Individual Education Plan (IEP)

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

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

H. Building Oversight Committees

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

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

I. Emergency Situations – Use of Restrictive Procedures

The Goodhue County Education District #6051 shall make reasonable efforts to notify the parent on the same day when restrictive procedures are used in an emergency. If the school is unable to provide same-day notice, notice will be sent by written or electronic means or as otherwise indicated by the parent. Documentation of how the parent wants to be notified when a restrictive procedure is used may be found in the IEP or BIP.

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

J. Positive Behavior Interventions and Supports

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

Each building in the Goodhue County Education District #6051 uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention:

In the Fall of 2010, we created a school-wide behavior plan that we wanted all students and teachers to follow. The items listed below were most important attributes of this plan.

Assist the school/site (i.e. administrators, teachers, students, and support staff) in reaching academic and behavioral benchmarks and goals.

Create a positive learning environment throughout the school/site.

Teach that all activities and curricula in the school/site are positive actions, including: reading, writing, math, nutrition, social skills, etc.

Develop a caring environment that is free of disruptive behavior, bullying, substance use, and violence.

In creating a school wide plan with input from all staff we were able to garner and maintain staff buy-in throughout the process. We continue to expand and strengthen our system in the use of research based positive behavior interventions and an increased collection and use of data.

PBIS correlates with both our staff development goals and district AYP plans. Research, as cited multiple times on the PBIS website, indicates that academic achievement

increases as behavioral referrals decrease. As part of our efforts to increase academic achievement and meet benchmarks, we understand the importance of having a cohesive and research driven response to student and staff behavior. During this past year we have also had extensive training on Professional Learning Communities (PLC). Having a strong PLC model allows us to examine and get our hands around issues that face us as we strive to increase student performance. PLCs also give us a vehicle to expand the knowledge base and implementation of new initiatives such as the implementation of PBIS.

- D. ECSE Preschool Services Tuition
- E. Goodhue County Education District Safe Learning Plan and COVID-19 Guidance



Dear Superintendent,

In anticipation of the upcoming school year, the Minnesota Medical Association (MMA), together with the Minnesota Academy of Family Physicians (MAFP), and the Minnesota Chapter of the American Academy of Pediatrics (MNAAP), strongly urge your school district to require masks for all students, teachers, staff, and visitors to the K-12 schools within your jurisdiction, regardless of vaccination status. This recommendation is in accordance with recent guidance from the Centers for Disease Control and Prevention (CDC) and the Minnesota Department of Health (MDH) in response to the widely circulating and highly contagious Delta variant of COVID-19.


This policy prioritizes the health, safety, and well-being of all individuals returning to in-person learning this fall. We recognize the proactive and responsible measures that many school districts have already taken by adopting masking requirements in their districts and, if you have already done so, thank you! Such efforts to protect school communities are greatly appreciated and we are eager for other school districts to follow suit.


Masking requirements in schools will help protect those who cannot yet be vaccinated or who remain at higher risk because of immune-compromised status or other conditions. The MMA, MAFP, and MNAAP strongly urge Minnesota school districts and private school leaders alike to monitor CDC and MDH public health guidance and adopt requirements consistent with their recommendations. Furthermore, the MMA, MAFP, and MNAAP strongly urge local leaders, such as yourself, to encourage eligible individuals to get vaccinated against COVID-19 to protect themselves and those around them. As physicians, we are doing the same.

Thank you for your consideration and attention to this important matter and we kindly request that you share this letter with members of your school board.

Sincerely,


Marilyn Peitso, MD
President, Minnesota Medical Association


Deb Dittberner, MD, MBA
President, Minnesota Academy of Family Physicians


Sheldon Berkowitz, MD, FAAP
President, Minnesota Chapter of the American Academy of Pediatrics



Cherie Johnson <cjohnson@gced.k12.mn.us>

School Superintendent and Board guidance on masking

1 message

Dr. Brian Whited <LDRSHPCOM10@mayo.edu>

Mon, Aug 9, 2021 at 10:54 AM

Cc: "Whited, Brian L., M.D." <Whited.Brian@mayo.edu>, "Radtke, Jennifer M., M.D." <Radtke.Jennifer@mayo.edu>, "Kern, Carrie L., D.O." <Kern.Carrie@mayo.edu>, "Flattum, Bethanie L. (Beth)" <Flattum.Bethanie@mayo.edu>, "Hopkins, Ilaya R." <Hopkins.Ilaya@mayo.edu>, "Horlitz, Pamela" <Horlitz.Pamela@mayo.edu>

Sent to area superintendents and school board members on behalf of Mayo Clinic Health System leadership.

As you seek to make decisions related to returning to in-person school this fall, Mayo Clinic wanted to share recent information related to the delta variant.

The currently dominant delta variant is much more transmissible than the previously circulating virus of 2020. More than half of new infections are estimated to arise from transmission from persons in an asymptomatic/pre-symptomatic stage of infection, meaning that people are highly contagious without realizing they are infected. This emphasizes the importance of masking for source control.

<https://newsnetwork.mayoclinic.org/discussion/covid-19-vaccine-urgency-as-delta-variant-continues-to-spread/>

The best line of defense against COVID-19, including the delta variant, is vaccination. The vaccinations available today are highly-effective. Widespread vaccination will mitigate the spread of the delta variant as well as prevent mutation of the virus into even more dangerous strains of disease.

For those unable to vaccinate, including students under 12, masking continues to be the most effective measure to prevent spread. Mayo Clinic researchers recently published a study that supports the protective value and effectiveness of widespread masking. It is important to note that masking is most effective when done by both parties.

<https://newsnetwork.mayoclinic.org/discussion/mayo-clinic-minute-study-shows-masks-can-prevent-covid-19/>

<https://newsnetwork.mayoclinic.org/discussion/combined-effects-of-masking-and-distance-on-aerosol-exposure-potential/>

Due to the spread of the delta variant across our sites and surrounding communities, Mayo Clinic recently announced a return to universal masking for the safety of patients, visitors, and staff regardless of vaccination status.

As you work to safely return students to in-person learning, we hope this information, coupled with guidance from the Minnesota Department of Health, CDC, and American Academy of Pediatrics is helpful to your decision making.

Regards,

Brian Whited, M.D.
Site Lead Physician
Mayo Clinic Health System
Cannon Falls, Lake City and Red Wing

Jennifer Radtke, M.D.
Primary Care Lead Physician
Mayo Clinic Health System
Cannon Falls, Lake City and Red Wing

Carrie Kern, D.O.
Primary Care Provider
Mayo Clinic Health System
Red Wing

Goodhue County Education District 2021-22 Safe Learning Plan

(Subject to Change)

Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority for our district, our students and our families.

The Goodhue County Education District is planning to start the 2021-22 school year with all grades attending school in-person five days a week. School begins for students on Tuesday, September 7.

The health and safety of our students and staff remain our top priority. Updated COVID-19 guidelines will be in place for the 2021-22 school year. Protocols will include **Option A: a mask requirement for all students ages 2 and up, staff and visitors regardless of vaccination status, daily cleaning and disinfecting of buildings, improved ventilation systems and maintenance, frequent handwashing, assigned seating and cohorting of students, contact tracing, exclusion of sick students and staff from school, and promotion of COVID-19 vaccination and testing.** **Option B: a mask recommendation for all students ages 2 and up, staff and visitors regardless of vaccination status, daily cleaning and disinfecting of buildings, improved ventilation systems and maintenance, frequent handwashing, assigned seating and cohorting of students, contact tracing, exclusion of sick students and staff from school, and promotion of COVID-19 vaccination and testing.** **Option C: a mask requirement for students ages 2 to 12, staff and visitors regardless of vaccination status, daily cleaning and disinfecting of buildings, improved ventilation systems and maintenance, frequent handwashing, assigned seating and cohorting of students, contact tracing, exclusion of sick students and staff from school, and promotion of COVID-19 vaccination and testing.** **More details on the updated protocols follows.** **We look forward to welcoming students back in September!**

2021-22 Safe Learning Plan with Detailed COVID-19 Prevention Guidelines

The following COVID-19 prevention guidelines will be in place for the beginning of the 2021-22 school year. Guidelines will be updated in line with any changes to recommendations from the [Minnesota Department of Health \(MDH\)](#) and [Centers for Disease Control and Prevention \(CDC\)](#). For full details, refer to the [GCED COVID-19 Student and Family Guidelines \(PDF\)](#).

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Masks

Wearing a mask (face covering) has proven to be an effective strategy in slowing the transmission of COVID-19. It is important to wear a mask in some settings to help limit the spread of COVID-19. In accordance with CDC and MDH recommendations, and per Board of Education approval on August 26, 2021, **GCED will [Option to be inserted following Board action]**. In general, people do not need to wear masks outdoors. At any point during the course of 2021-22 that masks become a requirement, mask exemptions due to disabling or health related conditions will be considered on a case by case basis through an interactive process with the student or staff member or through the actions of an IEP or 504 team.

As of June 14, 2021, all people are required by the CDC to wear masks on public transportation. **This includes all GCED transportation to and from all schools and programming.**

Physical Distancing

GCED will continue to create space for physical distancing of 3 feet or more to the greatest extent possible.

GCED will keep students and staff in small groups that stay together as much as possible throughout the day, and limit mixing between groups as much as possible in common spaces (during lunch, bathroom breaks, arrival and dismissal, recess).

Health Screening Guidelines and Expectations

Families should conduct a health screening every morning before sending their student to school or the bus stop. School staff will also monitor for symptoms throughout the school day. If your child is exhibiting any COVID-19 symptoms, do not send them to school, even if they are fully vaccinated. **Report your child's symptoms or exposure to Sheri Johnson, the GCED School Nurse at sjohnson@gced.k12.mn.us or by calling 651-388-4441 x1102.**

GCED Student Health Screening:

Symptoms of COVID-19 include: fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell OR at least 2 of the following: sore throat, nausea, vomiting, diarrhea, chills, muscle pain, excessive fatigue, new onset of headache, new onset of nasal congestion or runny nose.

Answer the following questions each morning before sending your child to school:

1. Did my child recently test positive for COVID-19?
2. Does my child have any of the COVID-19 symptoms listed above?
3. Did my child have close contact (within 6 feet for more than 15 minutes) with someone who recently tested positive for COVID-19?

If you answered yes to **any** of the above questions, do not come to school. **Report your child's symptoms or exposure to Sheri Johnson, the GCED School Nurse at sjohnson@gced.k12.mn.us or by calling 651-388-4441 x1102.** Parents/guardians should also keep any siblings/household members home as well and contact their respective schools.

Contact your health care provider to determine what your next steps should be.

GCED Staff Health Screening:

Symptoms of COVID-19 include: fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell OR at least 2 of the following: sore throat, nausea, vomiting, diarrhea, chills, muscle pain, excessive fatigue, new onset of headache, new onset of nasal congestion or runny nose.

Take your temperature every day and answer the following questions each morning before arriving at school:

1. Have I recently tested positive for COVID-19?
2. Do I have a fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell have any two of the of the other COVID-19 symptoms listed above?
3. Have I been in close contact (within 6 feet for more than 15 minutes) with someone who recently tested positive for COVID-19?

If you answered yes to **any** of the above questions, do not come to school.

Report your symptoms or exposure to Sheri Johnson, the GCED School Nurse at sjohnson@gced.k12.mn.us or by calling 651-388-4441 x1102.

Contact your health care provider to determine what your next steps should be.

GCED Parent and Visitor Health Screening:

Symptoms of COVID-19 include: fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell OR at least 2 of the following: sore throat, nausea, vomiting, diarrhea, chills, muscle pain, excessive fatigue, new onset of headache, new onset of nasal congestion or runny nose.

Take your temperature every day and answer the following questions before arriving at school:

1. Have I recently tested positive for COVID-19?
2. Do I have a fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell have any two of the of the other COVID-19 symptoms listed above?
3. Have I been in close contact (within 6 feet for more than 15 minutes) with someone who recently tested positive for COVID-19?

If you answered yes to **any** of the above questions, do not come to any school building. Contact the person you were going to meet with to inform them that you will not be coming.

Quarantine Guidelines

GCED uses a 10-day quarantine, after the last date of exposure, unless there are extenuating circumstances. A person cannot “test out” of quarantine even if they have a negative test. Quarantine letters will be sent to close contacts when there is a positive COVID-19 case and close contacts have been identified.

People who are fully vaccinated (14 or more days after their vaccination series) OR have tested positive for COVID-19 in the past 90 days and have close contact with someone who has COVID-19 do not need to quarantine if they do not have any symptoms and meet other conditions. New for the 2021-22 school year, students will not be considered a close contact if both the positive student and the student contact were wearing a well-fitting mask, per MDH guidelines.

Contact Tracing

GCED will continue contact tracing through the 2021-22 school year. Contact tracing helps to slow the spread of COVID-19. Contact tracing means identifying and talking to people who are infected with COVID-19 and then identifying and talking to all the people they may have infected. Assigned seating will be required in all classrooms and lunch periods for all ages to help with this process.

GCED is required to report confirmed cases of COVID-19 to the Minnesota Department of Health.

Meal Service

Lunch and breakfast will be free for all students for the 2021-22 school year. Individual schools/programs will determine if meals will be served in cafeterias and/or classrooms. Assigned seating will be required during meals.

Transportation

Masks

Bus drivers and K-12 students are required to wear masks on the bus. Bus drivers have student masks available if needed.

Health Screening

Families are responsible for checking their student's symptoms before they go to the bus stop.

Windows

Weather permitting, windows will be open to help increase air circulation.

Building Access for Families, Visitors and Renters

Parents/guardians are welcome inside school buildings (we ask that families limit their visits to 15 minutes when possible). Outside visitors are allowed by appointment only.

Activities that bring together large groups of people or activities that do not allow for social distancing, including assemblies, open houses and other indoor gatherings, will be limited. Group events, gatherings and meetings should be held online or outside, weather permitting, to the greatest extent possible. Final determination of gatherings is at the discretion of the Executive Director.

Disinfecting and Cleaning

Using [EPA-approved disinfectant for SARS-CoV-2](#), custodial staff will significantly increase the wiping down and disinfecting of public spaces and high-touch surfaces across our buildings and throughout the school day. We will also provide access to cleaning materials in each learning space for our teachers and staff so that they can clean and disinfect spaces, as needed.

Handwashing

Handwashing routines will be built into the daily schedule for all students and staff, including before and after meals, using the bathroom, recess, arrival and dismissal. Any use of hand sanitizer by students will be supervised.



COVID-19 Student and Family Guidelines

Health Considerations for Navigating COVID-19

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Introduction

The Goodhue County Education District (GCED) is committed to providing a safe and healthy environment for our students, staff and their families. To ensure this commitment is met, we have developed and will continue to revise the COVID-19 Guidance for Students and Families in response to the everchanging Coronavirus Disease 2019 (COVID-19) pandemic.

In addition, this document incorporates COVID-19 related health recommendations from [CDC: Guidance for COVID-19 Prevention in K-12 Schools](#) as well as Minnesota Department of Health (MDH) guidelines for [Best Practice Recommendations for COVID-19 Prevention in Schools for the 2021-22 School Year](#), MDH's [Schools and Childcare: COVID-19](#) and MDH's [Recommended COVID-19 Decision Tree for People in Youth, Student, and Child Care Programs](#). GCED administrators, COVID-19 Response Team, School Board, and county partners continuously monitor for new guidelines or modifications to current guidelines and are committed to applying those recommendations in a timely manner.

School Year 2021-2022

Students benefit from in-person learning, and safely returning to school in fall 2021 is a priority. GCED will use MDH's [Best Practice Recommendations for COVID-19 Prevention in Schools for the 2021-22 School Year](#) and [CDC's Schools and Child Care Programs: Plan, Prepare, and Respond](#) as the guiding resources during the 2021-2022 school year. We will also closely monitor community case rates of COVID-19 and community vaccination rates in our safe learning plan decisions. Although the recommendations specify K-12 guidance, because GCED services extend from birth through age 21, we will extend these recommendations to include all services offered birth to age 21.

About COVID-19

[COVID-19](#) is a respiratory illness in people caused by a new (novel) virus. COVID-19 is primarily spread from person to person from respiratory droplets when an infected person coughs, sneezes or talks.

You can become infected by coming into prolonged (more than 15 minutes total over 24 hours) close contact (about 6 feet) with a person who has COVID-19. Some people without symptoms may be able to spread the virus. You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose or eyes. [COVID-19 symptoms](#) can range from mild to severe illness. Since this is a new virus, there are still things we do not know, but we are learning more about COVID-19 each day.

Minnesota's public health community is working to [slow the spread of COVID-19](#) in our state, and we count on all of our students, staff and their families to be part of that process. Our goal is to reduce the

potential for transmission of COVID-19 in our schools and communities, and that calls on all of us to do what we can to achieve our common goal of returning students to in-person learning.

Individuals at Higher Risk and Extended Absences

GCED cares about the health and safety of our students and staff and has an obligation to provide a strong educational system that effectively supports students, staff and the community. [Some students may need to take extra precautions](#) or may be at higher risk for severe illness from COVID-19, such as [people with underlying medical conditions](#). Parents/guardians may want to consider the 5RiverOnline School (5RO) as an alternative for grades K-12. [5RiversOnline](#) is a new school offering full-time online instruction. 5RO will address the same state standards as each of the schools in Goodhue County. 5RO's development was at the request and was designed in partnership with our member district schools (Cannon Falls, Goodhue, Kenyon-Wanamingo, Lake City, Red Wing and Zumbrota-Mazeppa).

Protect Yourself and Others: Prevention Strategies

GCED takes precautionary measures and follows guidance from the CDC and MDH in response to the COVID-19 pandemic. This plan is grounded in the knowledge that the benefits of being physically present in school are significant, and creating conditions for safe in-person instruction is a priority.

Therefore, this guidance emphasizes implementing layered prevention strategies (using multiple prevention strategies together consistently) to help limit the spread of COVID-19, to support in-person learning, and to protect people who are not fully vaccinated, including students, teachers, staff and other members of their households, especially in areas of moderate-to-high community transmission. MDH, in alignment with current scientific evidence and guidance from CDC, strongly recommends vaccination for those ages 12 and older, wearing masks, social/physical distancing, COVID-19 testing, proper ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection to keep schools safe.

The best way to prevent illness is to avoid being exposed to this virus. You can take steps to slow the spread and [protect yourself and others](#). Key prevention strategies include:

- Promoting COVID-19 vaccination
- Consistent and correct mask use
- Physical distancing and cohorts
- COVID-19 testing
- Handwashing and respiratory etiquette
- Staying home when sick and getting tested
- Contact tracing in combination with isolation and quarantine
- Cleaning and disinfecting our facilities regularly

While fewer children overall have become seriously ill with COVID-19 than adults, children can be infected with the virus that causes COVID-19, get sick with COVID-19, spread the virus to others, and have severe outcomes. [Recent studies](#) have shown that:

- when community rates of COVID-19 are high, especially with lower vaccination rates for those eligible for vaccination, there is an increased likelihood that COVID-19 will be introduced to, and potentially transmitted by, students in school settings
- when prevention strategies are layered and implemented consistently, transmission within schools can be limited
- children have an infection rate that is comparable to, and in some settings, higher, than adults
- children can also transmit the virus to others even when they do not have symptoms or have mild/non-specific symptoms
- compared to adults, children are more commonly asymptomatic or have mild, non-specific symptoms (e.g., headache, sore throat)

COVID-19 Vaccine

Achieving high levels of COVID-19 vaccination among eligible students as well as staff and household members is one of the most critical strategies to help schools safely resume full operations.

Vaccination is currently the leading public health strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection. [Growing evidence](#) suggests that people who are fully vaccinated against COVID-19 are less likely to have an asymptomatic infection or transmit COVID-19 to others than people who are not fully vaccinated.

Viruses constantly change through mutation, and new variants of a virus are expected to occur over time. New evidence suggests that an emerging variant, the Delta variant, is more contagious and that even fully vaccinated people may be able to pass the disease to others. However, the vaccines still work. Fully vaccinated people are less likely to get infected, and if a vaccinated person gets infected, the illness will likely be mild. The vaccine also greatly reduces the chance of hospitalization and death. The Delta variant is different from past versions of the virus and spreads about twice as easily from one person to another. Learn more at [About COVID-19: COVID-19 variants](#).

COVID-19 vaccines are effective at protecting you from getting sick. People 12 years and older are currently eligible for COVID-19 vaccination. The CDC encourages schools to promote COVID-19 vaccination among teachers, staff, families and eligible students by providing information about COVID-19 vaccination, encouraging vaccine trust and confidence, and establishing supportive policies and practices that make getting vaccinated as easy and convenient as possible.

GCED leaders will maintain awareness of COVID-19 transmission levels in our community and the vaccination status of the populations we serve to address and adjust layered prevention strategies in our facilities. For example, higher rates of COVID-19 transmission coupled with low vaccination rates increases the likelihood that children and staff will attend school/work while infectious and may indicate the need to use additional layers of protection.

Visit [vaccines.gov](https://www.vaccines.gov) to find out where students and their families can get vaccinated against COVID-19 in the community and promote COVID-19 vaccination locations near schools.

In general, people are considered fully vaccinated:

- 2 weeks after their second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, or
- 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

If you don't meet these requirements, regardless of your age, you are NOT fully vaccinated. Consider taking all [precautions](#) until you are fully vaccinated.

Resources:

- [CDC: Guidance for COVID-19 Prevention in K-12 Schools: Promoting Vaccination](#)
- [Goodhue County: Vaccine Resources and Clinics](#)
- [MDH: Vaccine Connector](#)
- [MDH: Ways to Find a COVID-19 Vaccine](#)
- [MDH: FAQ about Vaccines](#)

Masks (Face Coverings)

The Minnesota Department of Education (MDE), following guidance from the CDC, has recommended everyone wear masks while inside schools this fall, even if they've been vaccinated. Each school district has the autonomy to decide whether to implement its own mandate.

Wearing a mask (face covering) has proven to be an effective strategy in slowing the transmission of COVID-19. It is important to wear a mask in some settings to help limit the spread of COVID-19. In accordance with CDC and MDH recommendations, and per Board of Education approval on August 26, 2021, **GCED will [Option to be inserted following Board action]**. In general, people do not need to wear masks outdoors. At any point during the course of 2021-22 that masks become a requirement, mask exemptions due to disabling or health related conditions will be considered on a case by case basis through an interactive process with the student or staff member or through the actions of an IEP or 504 team.

As of June 14, 2021, all people are required by the CDC to wear masks on public transportation. **This includes all GCED transportation to and from all schools and programming.**

Resources:

- [CDC: Guidance for COVID-19 Prevention in K-12 Schools: Consistent and Correct Mask Use](#)

- [CDC Video: How to Wear a Cloth Face Covering](#)
- [CDC: Requirement for Face Masks on Public Transportation Conveyances and at Transportation Hubs](#)
- [Face Covering Requirements and Recommendations](#)
- [CDC Science Brief: Community Use of Cloth Masks to Control the Spread of SARS-CoV-2](#)

Physical Distancing and Cohorting

Maintaining physical distance provides protection by reducing risk of exposure and limiting the number of close contacts when someone is infected with COVID-19. The term “physical distancing” means keeping a safe space between yourself and other people. Similarly, the practice of “cohorting,” which refers to identifying small groups of students and staff and keeping them together throughout an entire day, reduces the risk of additional exposures in the school setting by limiting unnecessary mixing of multiple groups.

The CDC and American Academy of Pediatrics recommend placing student desks at least 3 feet apart at a minimum, and up to 6 feet apart in areas of high community transmission in settings where cohorting is not possible. GCED will work to provide spacing where possible between students, with a goal of 3-6 feet spacing when able. Students where possible will be assigned to small cohort groups that stay together as much as possible throughout the day (e.g., during lunch, bathroom breaks, arrival and dismissal, recess). Assigned seating will be required in all classrooms and lunch periods for all ages.

Resources:

- [CDC: Guidance for COVID-19 Prevention in K-12 Schools: Physical Distancing](#)
- [CDC Video: Social Distancing](#)

Hand and Respiratory Hygiene

[Washing hands](#) with soap and water is the best way to get rid of germs in most situations. You can help yourself and others stay healthy by washing your hands and encouraging students to wash their hands often, especially during key times when germs are likely to spread.

GCED has built routines of hand hygiene into the daily school schedule for all students and staff. We will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Resources:

- [CDC: Guidance for COVID-19 Prevention in K-12 Schools: Handwashing and Respiratory Etiquette](#)
- [MDH: Hand Hygiene for Schools and Child Care](#)
- [MDH Video: How to Wash Your Hands](#)

Cleaning and Disinfecting Measures

GCED follows guidance from MDH and the CDC to maintain a clean environment. GCED staff routinely clean and disinfect surfaces and objects that are frequently touched and have implemented an elevated cleaning procedure in response to reports of COVID-19 related symptoms and/or diagnosis. All spaces at River Bluff Education Center and Tower View are equipped with supplies to routinely clean and disinfect.

During school hours, high touch areas in classrooms such as desks, chairs, tabletops, counters, door handles, cabinet knobs/handles, light switches, white board markers, computer monitors/keyboards or any other shared equipment will be disinfected between each class. Staff will be provided with a cleaner/disinfectant and paper towels and trained on how to use the cleaner/disinfectant properly.

High touch areas outside the classrooms such as door handles, knobs, panic bars, handrails, sinks and fixtures, light switches, elevator controls (inside and out) vending machines and any other areas will be disinfected during each class time by the custodians. Custodians will be provided with cleaners/disinfectants, proper personal protective equipment and training on how to use the cleaner/disinfectant properly.

Bathrooms will be cleaned every 2 hours by custodial staff during school hours. Custodians will be provided with cleaners/disinfectants, proper personal protective equipment and training on how to use the cleaner/disinfectant properly.

After school hours, custodial staff will again clean/disinfect the school in its entirety.

If there is a suspected or positive COVID-19 case within a building, all areas the suspected or positive person occupied will be deep cleaned and sanitized by night custodians.

Resources:

- [MDH: COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs](#)

Ventilation Measures

Ventilation is one component of maintaining healthy environments and is an important COVID-19 prevention strategy for schools. The ventilation system at RBEC has been adjusted to increase total airflow to occupied spaces and the air filtration is set to the highest point possible. Portable air filtration units have been added to Tower View classrooms.

Resources:

- [CDC: Ventilation in Schools and Childcare Programs](#)

Health Screening and Monitoring

Important Definitions from the Minnesota Department of Health:

- Self-monitoring means monitoring yourself carefully for any symptoms. Everyone should be doing this throughout the day.
- Close Contact means being within 6 feet of someone who has COVID-19 or COVID-19 like symptoms for more than 15 minutes at a time.
- Self-quarantine means that you are not experiencing symptoms, but you were in close contact with someone who has tested positive for COVID-19 or is showing symptoms of COVID-19.
- Self-isolation means you are actively exhibiting symptoms consistent with COVID-19 and should be at home, preventing the spread of COVID-19 to others. If an individual tests positive for COVID-19, he or she must have an isolation period of 10 days from the onset of symptoms or the positive test.
- A fever is defined as 100.4° and higher.
- Lab diagnosed/confirmed case means that the individual had a lab confirmed positive test for COVID-19.

Regular screening for symptoms of COVID-19 and ongoing self-monitoring throughout the day is an effective prevention strategy to quickly identify signs of illness and help reduce exposure.

Students, staff and visitors must conduct their own symptom screening prior to coming to school/work, again when arriving at any GCED facility, and throughout the day. Similar to testing for COVID-19, screening is a snapshot in time of particular risks at that moment. **It is imperative that everyone monitor their health throughout the day for changes and respond accordingly.**

Symptoms of COVID-19 include:

MORE common symptoms: fever greater than or equal to 100.4° F, new cough or cough that gets worse, difficulty/hard time breathing, new loss of taste or smell

LESS common symptoms: sore throat, nausea, vomiting, diarrhea, chills, muscle pain, extreme fatigue/feeling very tired, new severe/very bad headache, new nasal congestion/stuffy or runny nose

Answer the following questions each morning before sending your child to school:

1. Did my child recently test positive for **COVID-19**?
2. Does my child have any of the **COVID-19** symptoms listed above?
3. Did my child have close contact (within 6 feet for more than 15 minutes) with someone who recently tested positive for **COVID-19**?

If you answered **YES** to any of the above:

- **Do not send your child to school**, report your child's absence, and contact your child's healthcare provider.
- **Report your child's symptoms or exposure to Sheri Johnson, the GCED School Nurse at sjohnson@gced.k12.mn.us or by calling 651-388-4441 x1102.**

Symptoms may appear 2-14 days after being exposed to the COVID-19 virus. Not everyone with COVID-19 has all of these symptoms, and some people may not have any symptoms. Talk to your health care provider and seek medical care immediately with any of the following **emergency warning signs for COVID-19**:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

Resources:

- [MDH Video: What You Should Do if You Feel Sick – for Students](#)

Exclusion Guidance for COVID-19

GCED is responsible for addressing student, employee and visitor exclusions in collaboration with MDH and local public health. We are required to follow the Minnesota Department of Health [Recommended COVID-19 Decision Tree for People in Youth, Student, and Child Care Programs](#). This informs students or staff on their expected date of return to work/school following illness, a positive COVID-19 test, or a close contact exposure.

Students who become sick with COVID-19 symptoms during the school day will be isolated (under supervision) in the designated isolation room/space whenever possible until they can be sent home. However, if it is not feasible to maintain separate spaces, physical distancing should be implemented to the extent possible in the shared space. **It is important during this pandemic that you pick your child up as soon as possible when they are sick so we can limit the risks to other students and staff and reduce the spread of COVID-19. Please be sure we have up-to-date contact information so we can promptly reach you. Please follow exclusion recommendations provided to you and your family.**

Every situation is different and will present varying guidelines. As a general rule:

- People who have been in close contact with someone who tested positive for COVID-19 or COVID-19 symptoms should contact their healthcare provider and are recommended to self-quarantine for 10 to 14 days (depending on type of contact) from the last known date of exposure and monitor for symptoms. Testing for COVID-19 is also encouraged, at minimum, if symptoms appear
- People who test positive for COVID-19 or have COVID-19 symptoms should contact their healthcare provider (if they haven't already) and should stay home for at least 10 days from the start of symptoms. Symptoms must be improving prior to returning AND fever must be resolved for at least 24 hours without the aid of medication. Testing for COVID-19 is encouraged. Close contacts, including household members, should consult their health care provider and generally stay home for 10-14 days (depending on type of exposure) and monitor for symptoms

- Documentation of a negative COVID-19 test or a letter certifying release from isolation is not required, but the person must follow the recommended exclusion guidance
- People who are fully vaccinated (14 or more days after their vaccination series) OR have tested positive for COVID-19 in the past 90 days and have close contact with someone who has COVID-19 do not need to quarantine if they do not have any symptoms and meet other conditions.

Resources:

- [CDC: What to Do If You Are Sick](#)
- [CDC: COVID-19: Quarantine vs. Isolation](#)
- [MDH: What to do if You Had Close Contact with a Person with COVID-19](#)
- [Frequently Asked Questions about COVID-19 Testing](#)

Reporting COVID-19 Concerns and Contact Tracing

Minnesota Rule 4605.7070 requires any person in charge of any institution, school, childcare facility or camp to report cases of COVID-19 to MDH according to the [Reportable Disease Rule](#).

GCED needs your help in controlling the spread of COVID-19 by identifying and reporting concerns early and following recommended exclusion guidance.

COVID-19 Reporting

- **Report your child’s symptoms or exposure to Sheri Johnson, the GCED School Nurse at sjohnson@gced.k12.mn.us or by calling 651-388-4441 x1102.**
- Information reported will be evaluated by the nurse to determine exclusion guidance in a manner consistent with applicable law and privacy policies, including the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA)

COVID-19 Contact Tracing

Contact tracing helps to slow the spread of COVID-19. Contact tracing means identifying and talking to people who are infected with COVID-19 and then identifying and talking to all the people they may have infected. If all of these people then stay home and away from others, they cannot spread the disease. It is important for them all to stay home, because even though some people with COVID-19 never feel sick, they still can give the disease to others.

Positive student, employee or visitor cases should be reported as soon as possible to **Sheri Johnson, the GCED School Nurse at sjohnson@gced.k12.mn.us or by calling 651-388-4441 x1102.** The school nurse will notify MDH of confirmed COVID-19 cases (as required by Minnesota Rules, Chapter 4605.7050) and follow MDH guidance.

GCED Staff will follow up directly with people when a positive test is reported for COVID-19 AND the individual has been in a GCED facility AND was determined to be in close contact (being

within 6 feet of someone who has COVID-19 or COVID-19 like symptoms for more than 15 minutes at a time).

- **Our priority is to exclude people that test positive for COVID-19 or have COVID-19 symptoms as soon as possible and inform close contacts second.** Being identified as a close contact does not mean you have COVID-19. It means you may be at risk and should go home to quarantine for 10-14 days (depending on type of exposure) and monitor for symptoms. It takes time to gather this information
- **Staff and students identified as close contacts will be notified by the GCED nurse or administrator.**
- **All other scenarios will receive an auto-generated response from the COVID-19 Reporting System with recommendations and next steps based on responses provided**

Health information is protected under the Health Insurance Portability and Accountability Act (HIPAA). We are unable to share who the person with COVID-19 or COVID-19 like symptoms is.

GCED follows guidance from MDH to inform staff, families and the public regarding positive COVID-19 cases. As a general rule, building-wide notifications will not occur unless there is a need to shut down a facility according to our COVID-19 Cleaning and Disinfection Procedure or upon the recommendation of MDH. Staff, families and the public will be notified of school closures and any restrictions in place to limit COVID-19 exposure. **GCED provides need to know information and recommendations from MDH to the following groups:**

- **Facilities Department** so that additional cleaning measures can be implemented as recommended (individual names are not shared)
- **Administrators** who oversee that site or program

Resources:

- [CDC: Guidance for COVID-19 Prevention in K-12 Schools: Contact Tracing in Combination with Isolation and Quarantine](#)
- [MDH Video: COVID-19 Contact Tracing: How it Works](#)

Metrics and Procedures Used for Shifting Guidelines

- 10% threshold of positive COVID-19 cases and symptoms in a facility requiring quarantine or isolation will be used as a guideline to move to requiring masks [add this if Board action is not to require masks]
- If a student has tested positive, they must isolate for 10 days. To minimize further spread, students in the pod or program will be required to wear a mask for 10 calendar days and monitor for symptoms. Students who do not want to wear the required masks, will need to stay home for those 10 days and monitor for symptoms. As stated above, masking exceptions due to disability and medical need will be considered on a case-by-case basis.
- The GCED COVID-19 Team will continue to meet to review data, latest guidance and respond to questions.

Screening and Procedures for Individuals Exhibiting Signs and Symptoms of COVID-19

Symptoms of COVID-19 include: fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell OR at least 2 of the following: sore throat, nausea, vomiting, diarrhea, chills, muscle pain, excessive fatigue, new onset of headache, new onset of nasal congestion or runny nose.

Staff, students and visitors will be required to complete a self-assessment at home immediately before leaving for work, school or visiting any school building. If they are experiencing any symptoms of COVID-19 they will be required to remain home and should contact their healthcare professional. Staff need to contact their supervisor and students need to contact the office of their school. Staff and students may return to work when they meet the conditions outlined in the section *Returning to the Facility after Illness*.

Self-Assessment:

Attached is the Employee, Student, and Visitor Health Screening Checklists that will need to be completed before anyone can enter any Goodhue County Education District building.

Illness Assessment and Response:

Any individual showing any signs or symptoms of illness while on site will be asked to go home immediately and contact their healthcare professional.

Take your temperature every day and answer the following questions each morning before arriving at school:

1. Have I recently tested positive for COVID-19?
2. Do I have a fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell have any two of the of the other COVID-19 symptoms listed above?
3. Have I been in close contact (within 6 feet for more than 15 minutes) with someone who recently tested positive for COVID-19?

If you answered yes to **any** of the above questions, do not come to school. **Staff and students need to report symptoms or exposure to Sheri Johnson, the**

GCED School Nurse at sjohnson@gced.k12.mn.us or by calling 651-388-4441 x1102.

Contact your health care provider to determine what your next steps should be.

Students:

If a student appears to be not feeling well by a teacher or staff member, they will be sent to the school's nurse's office immediately. The following steps will be taken:

1. The nurse will evaluate the student to determine if their symptoms are consistent with COVID-19.
2. If the nurse believes the student does have symptoms consistent with COVID-19, the student will be placed in an isolation room by themselves. The nurse will have visual contact with the student at all times.
3. The nurse will determine if the student has any siblings within the district and contact that school's nurse to inform them to send the siblings to their respective nurse's offices to await pick up.
4. The nurse will then contact the parent or guardian to inform them that the student and possible siblings need to be picked up as soon as possible. **Recommended time frame would be 20-30 minutes.**
5. The nurse will generate a form to give to the parent/guardian informing them of the next steps to take and the dates the students and siblings could possibly return to school.
6. The nurse, or available staff will walk the student and siblings out to parent or guardian for pick up.
7. The nurse will share their spreadsheet tracking students with possible COVID-19 symptoms with the Executive Director.
8. If a COVID-19 test comes back positive, the District COVID-19 Coordinator will be contacted. The District COVID-19 Coordinator will work with the building administrators, Goodhue County Public Health and MDH to help to identify close contacts.
9. The District COVID-19 Coordinator will communicate with any identified close contacts to inform them of quarantine status.
10. The District COVID-19 Coordinator will communicate information to building administrators about quarantine status.

Staff:

If a staff member comes down with symptoms consistent with COVID-19 while in the building, the following steps will be taken:

1. The staff member will notify their supervisor immediately. The supervisor will provide them with the form on what steps to take next.
2. The staff member will go home immediately. If they have any children or people that reside within their household in the district, they should notify their schools that they will be there to pick them up.
3. The supervisor will share their spreadsheet tracking staff with possible COVID-19 symptoms with the District COVID-19 Coordinator.
4. If a COVID-19 test comes back positive, the District COVID-19 Coordinator will be contacted. The District COVID-19 Coordinator will work with the building administrator, Goodhue County Public Health and MDH to help to identify close contacts.
5. The District COVID-19 Coordinator will communicate with any identified close contacts to inform them of quarantine status.
6. The District COVID-19 Coordinator will communicate information to the staff's supervisor about quarantine status.

Returning to the Facility after Illness

Student:

Any student sent home from school due to possible COVID-19 symptoms may return to school under the following conditions:

1. They have had no fever for 24 hours without the use of fever reducing medication example: Ibuprofen, Tylenol
2. Any symptoms have greatly improved and no new symptoms have occurred
3. It has been **10 calendar days** since the onset of symptoms

Or

4. The student can provide a doctor's note stating their symptoms are related to another diagnosis or connected to a pre-existing condition.

Any siblings that were sent home from school with a student that had possible COVID-19 related symptoms can return to school under the following conditions:

1. They have had no fever for 24 hours without the use of fever reducing medication example: Ibuprofen, Tylenol
2. Any symptoms that may have developed have greatly improved and no new symptoms have occurred
3. It has been **14 days** since they were sent home from school

Staff:

Any staff member that left school because of possible COVID-19 symptoms may return to school under the following conditions:

1. They have had no fever for 24 hours without the use of fever reducing medication example: Ibuprofen, Tylenol
2. Any symptoms have greatly improved and no new symptoms have occurred
3. It has been **10 days** since the onset of symptoms

Or

4. The staff member can provide a doctor's note stating their symptoms are related to another diagnosis or connected to a pre-existing condition.

Any children/household member of staff that were sent home with the symptomatic staff can return to school under the following conditions:

1. They have had no fever for 24 hours without the use of fever reducing medication example: Ibuprofen, Tylenol
2. Any symptoms that may have developed have greatly improved and no new symptoms have occurred
3. It has been **14 days** since they were sent home from school

Employee Health Screening Checklist:

Take your temperature every day.

And

Answer the following questions:

1. Have I recently tested positive for COVID-19?
2. Do I have a fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell have any two of the of the other COVID-19 symptoms listed above?
3. Have I been in close contact (within 6 feet for more than 15 minutes) with someone who recently tested positive for COVID-19?

If you answered yes to **any** of the above questions, do not come to work. Call your supervisor and inform them that you are sick with possible COVID-19 symptoms.

Contact your health care provider to determine what your next steps should be.

Staff need to report symptoms or exposure to Sheri Johnson, the GCED School Nurse at sjohnson@gced.k12.mn.us or by calling 651-388-4441 x1102.

Student Health Screening Checklist:

Take your temperature every day

And

Answer the following questions:

1. Have I recently tested positive for COVID-19?
2. Do I have a fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell have any two of the of the other COVID-19 symptoms listed above?
3. Have I been in close contact (within 6 feet for more than 15 minutes) with someone who recently tested positive for COVID-19?

If you answered yes to **any** of the above questions, do not come to school. Call your school office and inform them that you are sick with possible COVID-19 symptoms. Parents/guardians should also keep any siblings/household members home as well and contact their respective schools.

Contact your health care provider to determine what your next steps should be.

Parents need to report symptoms or exposure to Sheri Johnson, the GCED School Nurse at sjohnson@gced.k12.mn.us or by calling 651-388-4441 x1102.

Parent & Visitor Health Screening Checklist:

Take your temperature every day

And

Answer the following questions:

1. Have I recently tested positive for COVID-19?
2. Do I have a fever greater than or equal to 100.4° F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell have any two of the of the other COVID-19 symptoms listed above?
3. Have I been in close contact (within 6 feet for more than 15 minutes) with someone who recently tested positive for COVID-19?

If you answered yes to **any** of the above questions, do not come to any school building. Contact the person you were there to meet to inform them that you will not be coming.

Contact your health care provider to determine what your next steps should be.

808 COVID-19 FACE COVERING POLICY

I. PURPOSE

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

II. GENERAL OF STATEMENT OF POLICY

- A. The policy of the education district is to consider applicable face covering recommendations from the Minnesota Department of Health and the Minnesota Department of Education.
- B. Face coverings are meant to protect other people in case the wearer does not know they are infected. Highlighted area will be included or struck to follow board action on face masks on 8/26/2021.
- C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in education district buildings and district offices or riding on education district transportation vehicles are required to wear a face covering.
- D. If and/or when the education district requires masking at any point during the 2021-22 school, due to board action, changing metrics or MDH guidance, then Subpart E is applicable.
- E. A violation of this policy occurs when any student, staff, or other person present in an education district building, in the education district office, or on an education district transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

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

3. Scarf;
 4. Neck gaiter;
 5. Bandana;
 6. Religious face covering; and
 7. Medical-grade masks and respirators
- B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.
- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

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

- C. Staff, students, and other people present in education district buildings or in district offices may temporarily remove their face covering or face shield in the following situations:
1. When engaging in classes, activities, or recess conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible; (Note: If classes, activities or recess are conducted indoors, masks must be worn).
 2. During specific activities that the Minnesota State High School League has identified as exception to mask/face covering requirements.
 3. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
 4. ~~Pre kindergarten students age 5 years and younger participating in programming in an education district building or district office;~~
 5. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
 6. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities should maintain six feet of distance to the extent possible;
 7. When required by education district staff for the purposes of identification;
 8. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;
 9. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level; or
 10. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

V. IMPLEMENTATION

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

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.
- B. Employees who fail or refuse to comply with this policy may be subject to

discipline, as appropriate, up to and including the termination of employment.

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

- D. ~~The education district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81, 20-82, 20-103 or 21-01 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in an education district identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the education district for educational purposes).~~

~~**Legal References:** Emergency Executive Order 20-81
Emergency Executive Order 20-82
Emergency Executive Order 20-103
Emergency Executive Order 21-01
Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)
Minn. Stat. § 12.45 (Violations; Penalties)~~

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

- VII. **Other:**
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date: September 23rd, 2021 at 7:00 PM at the River Bluff Education Center in Red Wing.**
- X. **Adjournment**