

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, February 24, 2022 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 January 26, 2022 Minutes

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GOODHUE COUNTY EDUCATION DISTRICT BOARD MINUTES

Wednesday, January 26, 2022 at 7:00 PM

River Bluff Education Center, Red Wing

395 Guernsey Ln

Red Wing, MN 55066

MEMBERS PRESENT: D. Balow, J. Wendt, K. Anderson, J. Stehr

MEMBERS ABSENT: K. Lochner, H. Tauer

OTHERS: C. Johnson, J. Paradis, C. Luhman

- I. **Call to Order/Adoption of Agenda:** D. Balow called the meeting to order. J. Stehr motioned to adopt the agenda. J. Wendt seconded, motion carried.
- II. **Annual Reorganization:**
- III. **Board Officers: Chair, Vice Chair, Officer of Business Affairs**
(Elected Chair and Officer of Business Affairs will need to sign SMART Signature Form) J. Wendt nominated D. Balow for Chair. No other nominations were made. J. Stehr seconded, motion carried. J. Stehr nominated J. Wendt for Vice Chair. No other nominations were made. K. Anderson seconded, motion carried. K. Anderson nominated K. Lochner for Officer of Business Affairs. No other nominations were made. J. Wendt seconded, motion carried.
- IV. **Board Salaries:** Current \$90 regular meetings, \$75 negotiation meetings, \$60 special board meetings. Mileage is set at the current Federal Reimbursement Rate. J. Stehr motioned to keep current salary. J. Wendt seconded, motion carried.
- V. **Official Newspaper:** Currently Red Wing Republican Eagle. J. Wendt motioned to keep Red Wing Republican Eagle as the office newspaper. J. Stehr seconded, motion carried.
- VI. **Official Depository:** Currently Merchants Bank in Red Wing, Bremer Bank and MSDLAF: J. Stehr motioned to approve Merchants Banks in Red Wing, Bremer Bank and MSDLAF as the office depository. K. Anderson seconded, motion carried.
- VII. **Official Legal Advisor:** Currently Knutson, Flynn & Deans P.A. Knutson, Flynn & Deans P.A. is no longer handling school law. Recommendation to have Kennedy & Graven Chartered be our official legal advisor. J. Wendt motioned to approve Kennedy & Graven Chartered as the official legal advisor. J. Stehr seconded, motion carried.
- VIII. **Board Meeting Calendar:** January - December 2022: K. Anderson motioned to approve the January-December 2022 Board Meeting Calendar. J. Wendt seconded, motion carried.
- IX. **Meet and Confer Committee:** Current Representative is Jerry Stehr. K. Anderson motioned to keep J. Stehr as the representative on the Meet and Confer Committee. J. Wendt seconded, motion carried.
- X. **Policies Committee:** Current Representatives are Kevin Anderson and Katie Lochner. J. Wendt motioned to keep Kevin Anderson and Katie Lochner as representatives for the Policies Committee. J. Stehr seconded, motion carried.
- XI. **Insurance Committee:** Current Representative Katie Lochner. J. Wendt motioned to keep Katie Lochner as the representative for the Insurance Committee. J. Stehr seconded, motion carried.
- XII. **Negotiations Committee:** Current Representatives are Dawn Balow and Jim Wendt. J. Wendt motioned to keep Dawn Balow and Jim Wendt as the representatives for the Negotiations Committee. J. Stehr seconded, motion carried.
- XIII. **Technology Committee:** Current Representative is Holly Tauer. J. Wendt motioned to keep Holly Tauer as the representative for the Technology Committee. J. Stehr seconded, motion carried.
- XIV. **Resolution Memberships:** MN School Board Association (MSBA), MSBA Policy

Continuation, Minnesota Rural Educators Association (MREA) and Southeast Service Cooperative (SSC). K. Anderson motioned to approve the Resolution Memberships. J. Stehr seconded, motion carried by roll call vote. K. Anderson-yes; J. Wendt-yes; D. Balow-yes; J. Stehr-yes.

XV. **Authorization to invest surplus funds/wire transfers within funds:** Currently Cheryl Johnson, Executive Director and Jackie Paradis, Business Manager. J. Wendt motioned to approve Cheryl Johnson and Jackie Paradis authorization to invest surplus funds/wires transfers within funds. J. Stehr seconded, motion carried.

XVI. **Consent Agenda:** J. Wendt motioned to approve the consent agenda. K. Anderson seconded, motion carried by roll call vote. J. Wendt-yes; D. Balow-yes; J. Stehr-yes; K. Anderson-yes

A. Approval of December 1, 2021 Regular Meeting Minutes, December 10, 2021 Special Board Meeting Minutes and January 10, 2022 Special Board Meeting Minutes.

B. **Approval of Claims:** D. Balow (please come in 15 minutes to review claims)

C. Staff Updates:

1. **Leave of Absence Request:** *Sara Dahling, School Nurse - KW effective 2022-2023 school year.*

2. **New Hire:** *Dana Simmons, 5RO Elementary Education Teacher effective 1/25/2022; Maggie Morse, 5RO Secondary Science Teacher effective 2022-23 School Year; Mike Matuska, 5RO Math Teacher effective 2022-23 School Year; Morgan Price, Social Worker - Red Wing effective 1/10/2022*

3. **Transfers:**

4. **Re-assignment:**

D. Donation of a Piano Keyboard to the Music Department from Kris Jurgensen.

XVII. **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.

XVIII. **Reports and Communication:**

A. Business Manager Report: J. Paradis reported on the 2021-22 budget as of 12/31/2021. We have received \$5,280,600 or 34.63% of the adopted revenue budget, compared to 68.74% at 12/31/20 and 34.01% at 12/31/19. We have expended \$5,270,824 or 32.14% of the adopted expense budget, compared to 33.33% at 12/31/20 and 32.80% at 12/31/19. We are not looking at a cash flow shortage for 21-22. The November and December Bank Reconciliation has been included in the packet for your information. J. Paradis mentioned that she would have the revised budget for February, might hold off if teacher negotiations have been completed.

B. Update on 5RiversOnline: C. Johnson gave an update on 5RO. As of 1/19/2022 there are 327 students enrolled. 237 students are full time and 90 students are part time. We have teachers who are currently on two overloads. This should be avoided by filling our open positions for the 2022-23 school year. Grade K-6 have 61 students enrolled and grades 7-12 have 266 enrolled in asynchronous learning. C. Johnson will get the success rate from K. Cory for the next board meeting. C. Johnson mentioned that they will start registrations in February for the 2022-23 school year by sending out postcards to households in Goodhue County.

XIX. **Old Business:**

A. COVID-19 Guidelines and Masking Guidelines Update: C. Johnson presented updates to Policy 808 and the GCED COVID-19 Student and Family Guidelines. J. Wendt motioned to approve the updates for the COVID-19 Guidelines and the 808 Masking Policy. K. Anderson seconded, motion carried.

XX. **New Business:**

A. LED Lighting Replacement Study: C. Johnson proposed to implement lighting technology to enhance the learning environment for students, teachers and staff at RBEC. This project includes changing four classrooms that have LED's to color changing. Cost is approximately \$70,000 with \$5,000 in rebates. C. Johnson stated that there is money in a pandemic grant that we received to cover the cost.. C. Johnson commented that there is a video included in Boardbook for board members to look at. J. Stehr commented that since not all of the board members are present, that maybe move this to the February meeting. J. Wendt motioned to move this topic to the February meeting. J. Stehr seconded, motion

carried.

- B. 21-22 Licensed Staff Seniority List: J. Wendt motioned to approve the 21-22 Licensed Staff Seniority List. J. Stehr seconded, motion carried.
- C. 21-22 Paraprofessional Seniority List: K. Anderson motioned to approve the 21022 Paraprofessional Seniority List. D. Balow seconded, motion carried.

XXI. Other:

XXII. Comments: Board/Director: C. Johnson mentioned that her and several coordinators from the leadership team attended the National CEC conference in Florida, January 15-20, 2022.

XXIII. Next Meeting Date: Thursday, February 24, 2022 at 7:00 PM at the River Bluff Education Center in Red Wing.

XXIV. Adjournment: J. Stehr motioned to adjourn. D. Balow seconded, motion carried.

B. Approval of Claims: Katie Lochner (please come in 15 minutes prior to review)

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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		36439		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	01/27/2022	6,718.35
MERC		36440		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	No	No	01/27/2022	43,801.91
MERC		36441		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	01/27/2022	16,372.98
MERC		36442		Wire	1	2392	US Dept of Treasury		No	No	No	01/27/2022	71,717.35
MERC		36443		Wire	1	2396	MN Dept of Revenue		No	No	No	01/27/2022	12,553.94
MERC		36444		Wire	1	2501	Merchants Bank		No	No	No	01/27/2022	2,369.91
MERC		36445		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	01/27/2022	545.22
MERC		36446		Wire	1	3232	ENTERPRISE FM TRUST		No	No	No	01/27/2022	2,269.85
MERC		36503		Wire	1	03977	SOUTHEAST SERVICE COOPERATIVE		No	No	No	02/10/2022	74,951.94
MERC		36504		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	02/10/2022	6,143.61
MERC		36505		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	02/10/2022	321.73
MERC		36509		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	02/15/2022	6,704.64
MERC		36510		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	No	No	02/15/2022	44,310.36
MERC		36511		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	02/15/2022	16,665.48
MERC		36512		Wire	1	2392	US Dept of Treasury		No	No	No	02/15/2022	72,798.60
MERC		36513		Wire	1	2396	MN Dept of Revenue		No	No	No	02/15/2022	12,471.33
MERC		36514		Wire	1	2501	Merchants Bank		No	No	No	02/15/2022	2,219.91
MERC		36430	19853	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	01/27/2022	619.39
MERC		36429	19854	Check	1	3347	ASL INTERPRETING SERVICES, INC		Yes	No	No	01/27/2022	465.00
MERC		36423	19855	Check	1	2871	EMC Insurance Companies		Yes	No	No	01/27/2022	12,927.09
MERC		36426	19856	Check	1	3126	FERNBROOK FAMILY CENTER	S Corporation	Yes	No	No	01/27/2022	31,141.48
MERC		36419	19857	Check	1	2521	FUN AND FUNCTION		Yes	No	No	01/27/2022	371.74
MERC		36413	19858	Check	1	09162	HILLYARD FLOOR CARE SUPPLY		Yes	No	No	01/27/2022	583.44
MERC		36417	19859	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	01/27/2022	255.24
MERC		36422	19860	Check	1	2714	LICENSE CENTER		Yes	No	No	01/27/2022	57.75
MERC		36418	19861	Check	1	2369	MABEL-CANTON PUBLIC SCHOOLS		Yes	No	No	01/27/2022	1,574.60
MERC		36427	19862	Check	1	3145	MARQUARDT, JENNIFER		Yes	Yes	No	01/27/2022	154.94
MERC		36412	19863	Check	1	02672	METRO SALES, INC.		Yes	No	No	01/27/2022	558.00
MERC		36416	19864	Check	1	1725	MHS		Yes	No	No	01/27/2022	283.45
MERC		36435	19865	Check	1	3555	MINNEAPOLIS PUBLIC SCHOOL-SPECI		Yes	No	No	01/27/2022	110.00
MERC		36432	19866	Check	1	3533	MUSIC MART		Yes	No	No	01/27/2022	673.00
MERC		36434	19867	Check	1	3547	NOLAN, REBECCA		Yes	No	No	01/27/2022	274.53
MERC		36415	19868	Check	1	1150	PHONAK, LLC		Yes	No	No	01/27/2022	990.99
MERC		36420	19869	Check	1	2583	PLAINVIEW-ELGIN-MILLVILLE		Yes	No	No	01/27/2022	2,877.50
MERC		36428	19870	Check	1	3234	RITEWAY		Yes	No	No	01/27/2022	102.85
MERC		36433	19871	Check	1	3545	ROHAN, JILL		Yes	No	No	01/27/2022	340.80
MERC		36425	19872	Check	1	3078	SHRED-N-GO	S Corporation	Yes	No	No	01/27/2022	55.75
MERC		36411	19873	Check	1	00702	SOUTHPAW ENTERPRISES		Yes	No	No	01/27/2022	830.10
MERC		36421	19874	Check	1	2585	TEACHERS ON CALL	C Corporation	Yes	No	No	01/27/2022	5,017.73

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		36414	19875	Check	1	1015	THREE RIVERS COMMUNITY ACTION		Yes	No	No	01/27/2022	62.50
MERC		36424	19876	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	01/27/2022	290.00
MERC		36431	19877	Check	1	3526	VAULT MEDICAL SERVICES, PA		Yes	No	No	01/27/2022	5,450.00
MERC		36437	19878	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	01/28/2022	1,164.59
MERC		36436	19879	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	01/28/2022	2,945.68
MERC		36438	19880	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	01/28/2022	160.24
MERC		36489	19881	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	02/10/2022	253.93
MERC		36487	19882	Check	1	3347	ASL INTERPRETING SERVICES, INC		Yes	No	No	02/10/2022	1,635.00
MERC		36461	19883	Check	1	1497	BODENHAMER, SUSAN		Yes	No	No	02/10/2022	42.12
MERC		36488	19884	Check	1	3360	BOLDUAN, NICOLE		Yes	No	No	02/10/2022	168.25
MERC		36482	19885	Check	1	3277	BOOTH, LYNN		Yes	No	No	02/10/2022	195.24
MERC		36478	19886	Check	1	3155	BREDEMUS HARDWARE COMPANY, INI		Yes	No	No	02/10/2022	32.00
MERC		36480	19887	Check	1	3249	BUCHAL, AMY		Yes	No	No	02/10/2022	209.50
MERC		36497	19888	Check	1	3527	BUCKINGHAM, GWEN		Yes	No	No	02/10/2022	35.10
MERC		36450	19889	Check	1	01903	CANNON FALLS ISD #252		Yes	No	No	02/10/2022	17,848.72
MERC		36496	19890	Check	1	3505	CAPITAL ONE		Yes	No	No	02/10/2022	89.70
MERC		36486	19891	Check	1	3329	CHASE CARD SERVICES		Yes	No	No	02/10/2022	15,313.84
MERC		36448	19892	Check	1	00433	CITY OF RED WING		Yes	No	No	02/10/2022	588.96
MERC		36466	19893	Check	1	2284	E. B. C., LLC /ACS		Yes	No	No	02/10/2022	123.35
MERC		36502	19894	Check	1	3558	EDUCERE LLC		Yes	No	No	02/10/2022	1,757.00
MERC		36468	19895	Check	1	2521	FUN AND FUNCTION		Yes	No	No	02/10/2022	36.94
MERC		36498	19896	Check	1	3528	GADIENT, KATHERINE		Yes	No	No	02/10/2022	90.48
MERC		36451	19897	Check	1	01904	GOODHUE PUBLIC SCHOOL		Yes	No	No	02/10/2022	1,594.34
MERC		36454	19898	Check	1	05772	HAWTHORNE EDUCATIONAL SERVICE		Yes	No	No	02/10/2022	112.70
MERC		36492	19899	Check	1	3463	HEARING MILESTONES		Yes	No	No	02/10/2022	531.16
MERC		36472	19900	Check	1	2865	INTELLICENTS		Yes	No	No	02/10/2022	1,250.00
MERC		36477	19901	Check	1	3040	INTEREUM		Yes	No	No	02/10/2022	3,295.60
MERC		36493	19902	Check	1	3466	JACOBSON, DIANE		Yes	No	No	02/10/2022	304.20
MERC		36447	19903	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	02/10/2022	1,657.31
MERC		36484	19904	Check	1	3287	KREMER, MICHELE		Yes	No	No	02/10/2022	118.76
MERC		36501	19905	Check	1	3557	KUEHL, BRITNI		Yes	No	No	02/10/2022	267.52
MERC		36460	19906	Check	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	No	No	02/10/2022	1,638.83
MERC		36473	19907	Check	1	2960	LANGUAGE LINE SERVICES	C Corporation	Yes	No	No	02/10/2022	385.94
MERC		36499	19908	Check	1	3532	LUNDBERG BOGNER, MICHELLE		Yes	No	No	02/10/2022	66.13
MERC		36455	19909	Check	1	06646	MASA		Yes	No	No	02/10/2022	214.00
MERC		36481	19910	Check	1	3252	MDE-MCIS		Yes	No	No	02/10/2022	675.00
MERC		36500	19911	Check	1	3556	MIDWEST CONTAINER SYSTEMS		Yes	No	No	02/10/2022	18,421.72
MERC		36491	19912	Check	1	3442	MINNESOTA HISTORICAL SOCIETY		Yes	No	No	02/10/2022	794.95
MERC		36475	19913	Check	1	3002	MOLDE-BOEDING, JAYNE		Yes	No	No	02/10/2022	274.64

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		36471	19914	Check	1	2809	MRI SOFTWARE, LLC	LLC - Partnership	Yes	No	No	02/10/2022	42.00
MERC		36459	19915	Check	1	1278	MSC-SOUTHEAST TECHNICAL		Yes	No	No	02/10/2022	2,500.00
MERC		36485	19916	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	02/10/2022	2,956.46
MERC		36464	19917	Check	1	2204	NASN		Yes	No	No	02/10/2022	150.00
MERC		36463	19918	Check	1	2200	PETERSEN, LYNNE		Yes	No	No	02/10/2022	284.90
MERC		36458	19919	Check	1	1150	PHONAK, LLC		Yes	No	No	02/10/2022	2,533.98
MERC		36483	19920	Check	1	3282	PRESENCE LEARNING, INC	C Corporation	Yes	No	No	02/10/2022	1,230.00
MERC		36456	19921	Check	1	09114	RED WING GLASS INC		Yes	No	No	02/10/2022	176.42
MERC		36457	19922	Check	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	02/10/2022	46,229.36
MERC		36495	19923	Check	1	3504	SENECHALLE, MEGAN		Yes	No	No	02/10/2022	20.53
MERC		36494	19924	Check	1	3474	SFGFII, LLC	LLC - Partnership	Yes	No	No	02/10/2022	42.87
MERC		36490	19925	Check	1	3419	SFRG, LLC-TERRAFORM POWER	LLC - Partnership	Yes	No	No	02/10/2022	1,147.69
MERC		36449	19926	Check	1	00702	SOUTHPAW ENTERPRISES		Yes	No	No	02/10/2022	444.60
MERC		36465	19927	Check	1	2234	SOUTHWEST/WST CENTRL SERV.COC		Yes	No	No	02/10/2022	16,634.24
MERC		36467	19928	Check	1	2316	ST. CHARLES PUBLIC SCHOOLS		Yes	No	No	02/10/2022	889.00
MERC		36469	19929	Check	1	2585	TEACHERS ON CALL	C Corporation	Yes	No	No	02/10/2022	3,124.17
MERC		36470	19930	Check	1	2799	TLOUGAN JESSICA		Yes	No	No	02/10/2022	643.11
MERC		36462	19931	Check	1	1855	TOM PARKER ELECTRIC	S Corporation	Yes	No	No	02/10/2022	334.26
MERC		36476	19932	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	02/10/2022	689.00
MERC		36479	19933	Check	1	3236	WIGGIN, JODI		Yes	No	No	02/10/2022	586.62
MERC		36452	19934	Check	1	02880	XCEL ENERGY		Yes	No	No	02/10/2022	7,349.81
MERC		36474	19935	Check	1	2986	YUSTY-ROJAS, JEIMMY		Yes	No	No	02/10/2022	126.36
MERC		36453	19936	Check	1	04565	ZUMBROTA-MAZEPPA PUBLIC SCHOOL		Yes	No	No	02/10/2022	181.25
MERC		36507	19937	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	02/15/2022	1,164.59
MERC		36506	19938	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	02/15/2022	2,945.68
MERC		36508	19939	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	02/15/2022	160.24

Bank Total: \$625,885.56

Report Total: \$625,885.56

C. Staff Updates:

1. **Resignations:** *Elizabeth Peterson, Paraprofessional-RBEC effective 2/2/22*
2. **New Hire:**
3. **Retirement:** *Sharon Noble, District Special Education Coordinator - CF effective 9/30/2022*
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

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Business Manager Report 2-24-22

Budget 2021-22 as of 1/31/22

We have received \$6,540,908 or 40.07% of the proposed revised budget, compared to 71.23% at 1/31/21 and 39.57% at 1/31/20. We have expended \$6,985,139 or 42.21% of the proposed revised expense budget, compared to 22.83% at 1/31/21 and 43.73% at 1/31/20.

Cash Flow

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

Jan Bank Rec

For your information



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

AS OF 2-17-22

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	(615,089.74)	-	-	-	-	534,780.72
8/30/2021	(143,780.64)	(208,344.82)	795,540.51	420,172.22	-	1,398,367.99
ENDING BALANCE	(1,277,885.73)	(427,190.86)	-	851,117.75	654,383.73	1,398,367.99

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2021	(461,116.83)	-	3,998.26	-	269,930.05	1,211,179.47
9/15/2021	(149,908.54)	(202,777.06)	-	110,165.56	231,440.94	1,200,100.37
9/17/2021	(157,365.78)	-	324,962.94	-	-	1,367,697.53
9/30/2021	(151,032.55)	(203,909.73)	98.89	142,203.89	-	1,155,058.03
ENDING BALANCE	(919,423.70)	(406,686.79)	-	329,060.09	252,369.45	501,370.99

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2021	-	-	-	-	-	1,155,058.03
10/9/2021	(252,426.10)	-	208,122.56	-	-	1,110,754.49
10/15/2021	(149,543.50)	(203,972.38)	-	58,032.85	-	815,271.46
10/20/2021	(360,372.99)	-	141,691.01	-	-	596,589.48
10/31/2021	(149,721.41)	(203,121.78)	17.14	121,920.14	59,944.03	425,627.60
ENDING BALANCE	(912,064.00)	(407,094.16)	-	349,830.71	179,952.99	59,944.03

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2021	-	-	-	-	-	425,627.60
11/5/2021	(204,100.93)	-	454,239.14	-	-	675,765.81
11/15/2021	(153,970.99)	(210,931.55)	179,929.01	72,541.05	-	563,333.33
11/20/2021	(150,129.55)	-	603,139.59	-	-	1,016,343.37
11/30/2021	(151,576.67)	(204,058.73)	27.64	138,415.75	-	799,151.36
ENDING BALANCE	(659,778.14)	(414,990.28)	-	1,237,335.38	210,956.80	799,151.36

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2021	(79,687.42)	-	-	-	478,862.68	1,198,326.62
12/8/2021	-	-	-	-	51,297.00	1,249,623.62
12/15/2021	(157,350.70)	(213,546.74)	456,143.38	162,958.14	-	1,497,827.70
12/20/2021	(128,620.64)	-	187,207.88	-	-	1,556,414.94
12/31/2021	(216,632.85)	(215,814.75)	42.14	88,886.26	-	1,212,895.74

ENDING BALANCE	(582,291.61)	(429,361.49)	-	643,393.40	251,844.40	530,159.68	1,212,895.74
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JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2022	-	-	-	-	-	1,212,895.74
1/8/2022	-	-	175,013.91	-	-	1,387,909.65
1/15/2022	(1,060,799.19)	(211,433.42)	298,183.58	148,143.77	-	562,004.39
1/20/2022	(223,872.82)	-	-	-	-	338,131.57
1/31/2022	(3,455.60)	(212,391.62)	163,844.34	624,042.61	-	910,171.30
ENDING BALANCE	(1,288,127.61)	(423,825.04)	637,041.83	772,186.38	-	910,171.30

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2022	(239,756.84)	-	-	-	268,432.49	938,846.95
2/15/2022	(159,440.83)	(215,671.82)	-	464,029.57	-	1,027,763.87
2/20/2022	(117,827.43)	-	-	-	-	909,936.44
2/28/2022	(133,393.18)	(196,369.78)	484,473.97	182,842.99	-	1,247,490.44
ENDING BALANCE	(650,418.28)	(412,041.60)	484,473.97	646,872.56	268,432.49	1,247,490.44

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2022	(178,857.74)	-	-	-	-	1,068,632.70
3/15/2022	(134,364.74)	(203,222.97)	123,343.87	177,929.50	-	1,032,318.36
3/20/2022	(151,306.55)	-	276,329.96	-	-	1,157,341.77
3/31/2022	(32.95)	(193,133.70)	61.48	213,515.41	-	1,177,752.01
ENDING BALANCE	(464,561.98)	(396,356.67)	399,735.31	391,444.91	-	1,177,752.01

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2022	(198,171.27)	-	358,312.00	-	-	1,337,892.74
4/15/2022	(400,237.25)	(206,816.80)	221,719.07	142,343.60	-	1,094,901.36
4/20/2022	-	-	-	-	292,786.04	1,387,687.40
4/30/2022	(175,562.62)	(194,405.17)	120,428.38	320,718.96	-	1,458,866.95
ENDING BALANCE	(773,971.14)	(401,221.98)	700,459.45	463,062.56	292,786.04	1,458,866.95

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2022	-	-	63,142.73	-	-	1,522,009.68
5/15/2022	(194,773.96)	(198,522.46)	-	177,929.50	-	1,306,642.76
5/20/2022	-	-	432,652.74	-	61,495.00	1,800,790.50
5/31/2022	(288,548.98)	(235,017.05)	56,115.71	177,929.51	-	1,511,269.70
ENDING BALANCE	(483,322.94)	(433,539.51)	551,911.19	355,859.01	61,495.00	1,511,269.70

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2022	(100,336.82)	-	163,978.76	-	-	1,574,911.64
6/15/2022	(137,491.76)	(203,692.43)	-	-	175,113.87	1,408,841.32
6/20/2022	(178,119.90)	-	293,501.51	177,929.50	2,058.04	1,704,210.47
6/30/2022	(141,319.75)	(206,896.28)	238,686.57	-	-	1,594,681.01
ENDING BALANCE	(557,268.23)	(410,588.71)	696,166.84	177,929.50	177,171.91	1,594,681.01

TOTALS	(9,436,239.41)	(4,996,026.14)	-	7,484,487.25	4,554,093.04	2,040,355.78	1,594,681.01
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REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

Goodhue Co Education District | January 31, 2022

REVENUE CATEGORIES				January 31,	January 31,	January 31,				Current YTD vs. PYTD	January 31,	January 31,
	June 30, 2020	June 30, 2021	Revised Budget	2022	2021	2020	Received	% of Actuals Received	% of Actuals Received		2021	2020
STATE	3,753,316	3,609,943	4,360,876	2,065,241	2,295,635		47.36%	39.44%	37.61%	641,477	1,423,764	1,411,504
FEDERAL	1,842,614	2,036,519	2,314,653	530,160	1,784,493		22.90%	26.35%	16.07%	(6,403)	536,563	296,161
PROPERTY TAXES	0	0	0	0	0		0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INS RECOVERY & JUDGEMENTS	5,053	13,769	2,000	585	1,415		29.26%	59.70%	32.83%	(7,636)	8,221	1,659
SALE OF BONDS & LOANS	0	13,482,888	0	0	0		0.00%	99.55%	0.00%	(13,422,003)	13,422,003	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0		0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	7,502,882	7,804,973	9,647,101	3,944,922	5,702,179		40.89%	48.73%	46.34%	141,683	3,803,239	3,476,474
TOTALS	13,103,865	26,948,092	16,324,630	6,540,908	9,783,722		40.07%	71.23%	39.57%	(12,652,881)	19,193,790	5,185,797

EXPENDITURES (OBJECT SERIES)				January 31,	January 31,	January 31,				Current YTD vs. PYTD	January 31,	January 31,
	June 30, 2020	June 30, 2021	Revised Budget	2022	2021	2020	Expended	% of Actuals Expended	% of Actuals Expended		2021	2020
SALARIES & WAGES	6,337,951	6,937,882	8,181,314	3,565,895	4,615,419		43.59%	45.08%	44.86%	438,152	3,127,744	2,843,079
EMPLOYEE BENEFITS	1,628,182	1,779,020	2,141,645	946,627	1,195,018		44.20%	45.66%	44.63%	134,348	812,280	726,671
PURCHASED SERVICES	3,586,395	16,797,588	4,200,317	833,208	3,367,109		19.84%	5.38%	24.35%	(70,772)	903,980	873,128
SUPPLIES	276,713	386,950	859,348	594,844	264,504		69.22%	81.01%	65.11%	281,366	313,478	180,175
EQUIPMENT	1,105,035	1,028,313	1,138,878	1,026,928	111,950		90.17%	95.78%	94.01%	41,974	984,954	1,038,850
DEBT SERVICE	0	0	0	0	0		0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	55,152	77,636	26,328	17,636	8,692		66.99%	30.76%	32.48%	(6,242)	23,878	17,916
OTHER FINANCING USES	0	0	0	0	0		0.00%	0.00%	0.00%	0	0	0
TOTALS	12,989,428	27,007,389	16,547,830	6,985,139	9,562,691		42.21%	22.83%	43.73%	818,825	6,166,314	5,679,818

EXPENDITURES (PROGRAM SERIES)				January 31,	January 31,	January 31,				Current YTD vs. PYTD	January 31,	January 31,
	June 30, 2020	June 30, 2021	Revised Budget	2022	2021	2020	Expended	% of Actuals Expended	% of Actuals Expended		2021	2020
SITE ADMINISTRATION	59,029	97,953	279,823	156,830	122,993		56.05%	50.05%	53.39%	107,805	49,025	31,518
DISTRICT ADMINISTRATION	99,448	79,846	78,995	48,070	30,925		60.85%	68.72%	58.66%	(6,797)	54,868	58,339
SUPPORT SERVICES	202,150	227,526	247,714	254,847	(7,133)		102.88%	98.07%	112.35%	31,712	223,135	227,107
REGULAR INSTRUCTION	1,493,398	1,438,628	2,632,199	601,864	2,030,335		22.87%	26.01%	23.30%	227,609	374,255	348,019
EXTRA-CURRICULAR ACTIVITES	0	0	0	0	0		0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	308,496	327,195	363,574	112,790	250,784		31.02%	37.51%	35.91%	(9,928)	122,719	110,774
SPECIAL EDUCATION	7,611,603	7,977,265	8,977,044	3,598,230	5,378,814		40.08%	40.60%	40.00%	359,080	3,239,150	3,044,655
COMMUNITY SERVICES	0	0	0	0	0		0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	364,829	448,170	636,967	436,480	200,487		68.52%	51.40%	47.27%	206,140	230,341	172,465
PUPIL SUPPORT SERVICES	1,367,080	1,586,429	1,805,947	692,831	1,113,116		38.36%	39.07%	39.32%	73,071	619,760	537,569
FACILITIES	1,483,396	1,502,112	1,525,567	1,083,196	442,371		71.00%	83.42%	77.48%	(169,865)	1,253,061	1,149,372
OTHER FINANCING USES	0	13,322,265	0	0	0		0.00%	0.00%	0.00%	0	0	0
TOTALS	12,989,428	27,007,389	16,547,830	6,985,139	9,562,691		42.21%	22.83%	43.73%	818,825	6,166,314	5,679,818

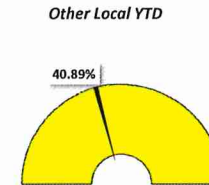
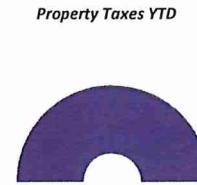
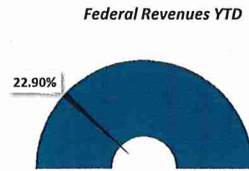
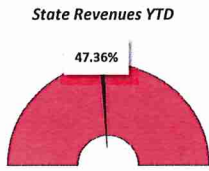
SUMMARY - ALL FUNDS				January 31,	January 31,	January 31,				Current YTD vs. PYTD	January 31,	January 31,
	June 30, 2020	June 30, 2021	Revised Budget	2022	2021	2020	YTD	% of Budget Expended	% of Actuals Expended		2021	2020
REVENUE	13,103,865	26,948,092	16,324,630	6,540,908	9,783,722		40.07%	71.23%	39.57%	(12,652,881)	19,193,790	5,185,797
EXPENDITURES	12,989,428	27,007,389	16,547,830	6,985,139	9,562,691		42.21%	22.83%	43.73%	818,825	6,166,314	5,679,818
SPENDING VARIANCE	114,437	(59,297)	(223,200)	(444,231)	N/A		N/A	N/A	N/A	(13,471,706)	13,027,475	(494,021)

GENERAL FUND - REVENUE SUMMARY

Goodhue Co Education District | January 31, 2022

DESCRIPTION	June 30, 2020	June 30, 2021	Current Budget	Revenue YTD	Budget Remaining	January 31, 2022	January 31, 2021	January 31, 2020	Current YTD vs. Prior YTD	January 31, 2021	January 31, 2020
						% of Budget Received	% of Actuals Received	% of Actuals Received			
LOCAL REVENUES											
021 TUITION/REIMB MN DISTRICTS	6,819,678	7,181,677	8,871,502	3,671,281	5,200,221	41.38%	49.12%	46.76%	143,850	3,527,430	3,188,863
050 FEES FROM PATRONS	350	0	0	0	0	0.00%	0.00%	100.00%	0	0	350
071 MA REV/DEPT OF HUMAN SVCS	0	3,979	125,000	0	125,000	0.00%	100.00%	0.00%	(3,979)	3,979	0
092 INTEREST EARNINGS	10,542	848	3,500	356	3,144	10.17%	60.76%	76.32%	(159)	515	8,046
093 RENT	27,878	4,245	7,000	0	7,000	0.00%	0.00%	0.00%	0	0	0
096 GIFTS AND BEQUESTS	1,981	1	500	7,964	(7,464)	1592.70%	0.00%	82.33%	7,964	0	1,631
099 MISC REV FROM LOCAL SOURCES	642,452	614,224	639,599	265,322	374,277	41.48%	44.17%	43.21%	(5,993)	271,315	277,583
Total LOCAL REVENUES	7,502,882	7,804,973	9,647,101	3,944,922	5,702,179	40.89%	48.73%	46.34%	141,683	3,803,239	3,476,474
STATE REVENUES											
211 GENERAL EDUCATION AID	149,608	123,538	105,152	42,061	63,091	40.00%	39.79%	40.00%	(7,093)	49,154	59,843
300 STATE AID (REQUIRES FIN CODE)	204,001	163,487	170,554	118,433	52,121	69.44%	0.00%	-2.79%	118,433	0	(5,690)
360 STATE AID FOR SPECIAL EDUCATION	3,356,875	3,272,583	4,084,670	1,904,352	2,180,318	46.62%	42.00%	40.25%	529,742	1,374,610	1,351,072
370 OTHER, MN DEPT OF EDUCATION	7,459	0	500	396	105	79.10%	0.00%	84.18%	396	0	6,279
397 TRA & PERA SPEC SITUATIONS PENSION	35,373	50,335	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total STATE REVENUES	3,753,316	3,609,943	4,360,876	2,065,241	2,295,635	47.36%	39.44%	37.61%	641,477	1,423,764	1,411,504
FEDERAL REVENUES RECEIVED FROM STATE											
400 FEDERAL AID/MDE (REQUIRES FIN)	1,842,614	2,036,519	2,314,653	530,160	1,784,493	22.90%	26.35%	16.07%	(6,403)	536,563	296,161
Total REVENUES RECEIVED FROM STATE	1,842,614	2,036,519	2,314,653	530,160	1,784,493	22.90%	26.35%	16.07%	(6,403)	536,563	296,161
FEDERAL REVENUES RECEIVED FROM FED SOURCES											
500 DIRECT FEDERAL AID (REQUIRES FIN)	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 MATERIALS/REV PROD (CONTRA)	(433)	0	0	(77)	77	0.00%	0.00%	82.62%	(77)	0	(358)
620 SALES/REV PRODUCING ACTIVITIES	954	0	0	287	(287)	0.00%	0.00%	107.44%	287	0	1,025
622 SALES OF MATERIALS (NET OF TX)	522	5,399	1,700	0	1,700	0.00%	64.83%	22.03%	(3,500)	3,500	115
624 SALE OF EQUIPMENT	0	3,650	300	375	(75)	125.00%	0.00%	0.00%	375	0	0
625 INSURANCE RECOVERY	4,010	4,721	0	0	0	0.00%	100.00%	21.87%	(4,721)	4,721	877
628 JUDGMENT FOR DISTRICT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS	5,053	13,769	2,000	585	1,415	29.26%	59.70%	32.83%	(7,636)	8,221	1,659
SALE OF BONDS AND LOANS											
635 CERTIFICATE OF PARTICIPATION	0	13,482,888	0	0	0	0.00%	99.55%	0.00%	(13,422,003)	13,422,003	0
Total SALE OF BONDS AND LOANS	0	13,482,888	0	0	0	0.00%	99.55%	0.00%	(13,422,003)	13,422,003	0
INCOMING TRANSFERS FROM OTHER FUNDS											
649 PERMANENT TRANSFERS/OTHER FUND	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	13,103,865	26,948,092	16,324,630	6,540,908	9,783,722	40.07%	71.23%	39.57%	(12,652,881)	19,193,790	5,185,797

YTD % Received vs. PYTD % Received



Prior YTD State Revenues
39.44%

Prior YTD Federal Revenues
26.35%

Prior Year to Date Property Taxes
#DIV/0!

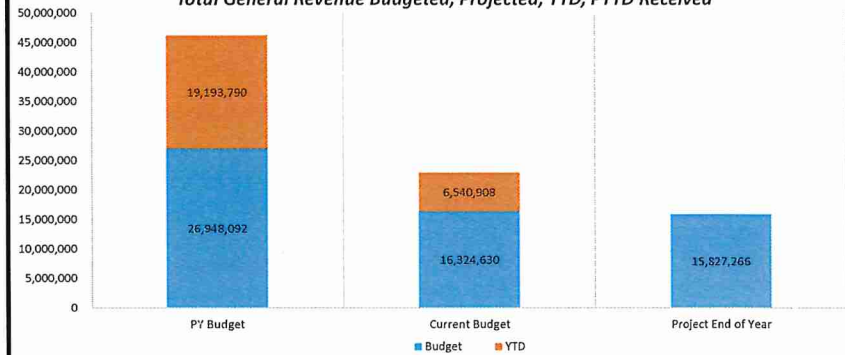
Prior Year to Date Local Revenues
80.90%

Top 5 Revenues Received YTD by Source Code 3

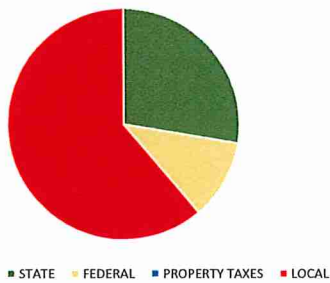
Variance from PYTD Received

	<i>Current YTD</i>	<i>Variance vs. PYTD Received</i>
1 GENERAL FUND TOTAL	\$6,540,908	-\$12,652,881
2 Total LOCAL REVENUES	\$3,944,922	\$141,683
3 TUITION/REIMB MN DISTRIC	\$3,671,281	\$143,850
4 Total STATE REVENUES	\$2,065,241	\$641,477
5 STATE AID FOR SPECIAL EDUC	\$1,904,352	\$529,742

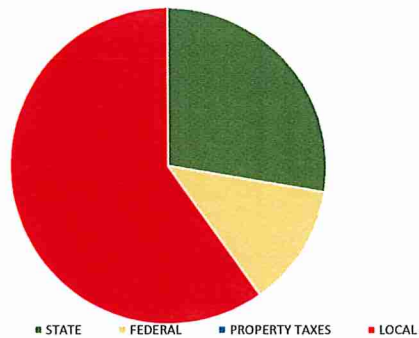
Total General Revenue Budgeted, Projected, YTD, PYTD Received



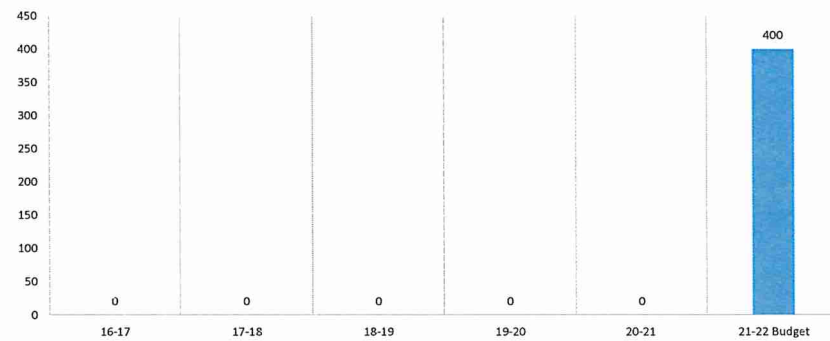
Current Year Revenue Budget



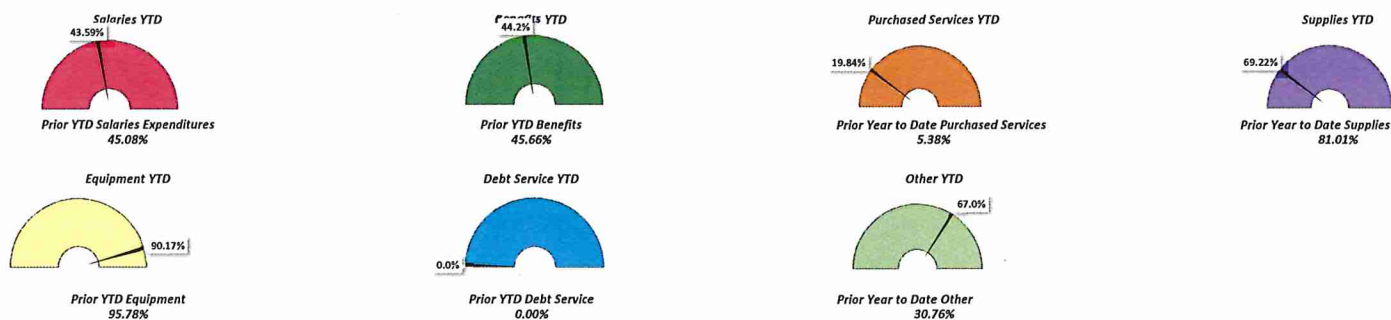
Prior Year Revenue Budget



End of Year ADM History



YTD % Expenditures vs. PYTD % Expenditures



Top 10 Expenditures YTD by Object Code 3

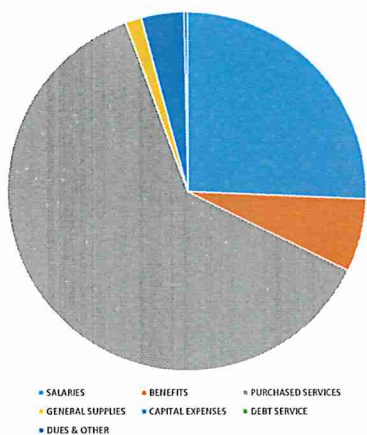
Variance from PYTD Received

	Current YTD	Variance vs. PYTD Received
1 TOTAL SALARIES AND WAGES	\$3,565,895	\$438,152
2 LICENSED CLASSROOM TEACHER	\$1,093,311	\$139,173
3 TOTAL PURCHASED SERVICES	\$833,208	-\$70,772
4 PRIN ON BLDG/LAND LEASE	\$641,315	\$641,315
5 TOTAL SUPPLIES	\$594,844	\$281,366
6 ADMINISTRATION/SUPERVISION	\$516,586	\$63,236
7 SCHOOL PSYCHOLOGIST	\$346,211	\$42,863
8 SPEECH/LANGUAGE PATHOLOGIST	\$341,515	\$65,223
9 INT ON BLDG/LAND LEASE	\$316,540	\$316,540
10 PYMT FOR ED TO OTHER AGENCY	\$274,141	\$45,611

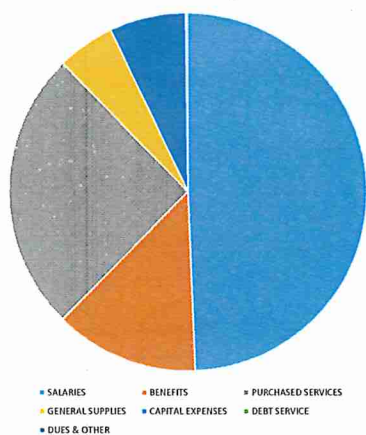
Total General Expenditures Budgeted, Projected, YTD and , PYTD Expended



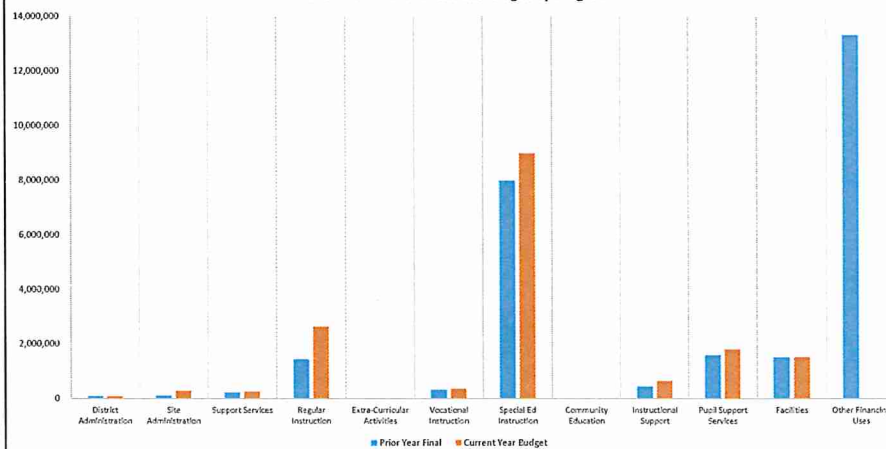
Prior Year Final



Current Year Budget



Prior Year Final and Current Budget by Program



GENERAL FUND - EXPENDITURES BY OBJECT CODE

Goodhue Co Education District | January 31, 2022

DESCRIPTION	June 30, 2020	June 30, 2021	Revised Budget	Expenses YTD	Budget Remaining	January 31, 2022	January 31, 2021	January 31, 2020	Current YTD vs. Prior YTD	January 31, 2021	January 31, 2020
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	729,173	755,971	877,654	516,586	361,068	58.86%	59.97%	57.14%	63,236	453,350	416,618
140 LICENSED CLASSROOM TEACHER	2,140,310	2,260,065	2,732,689	1,093,311	1,639,378	40.01%	42.22%	39.82%	139,173	954,138	852,332
141 NON,LIC CLASSROOM PERSONNEL	0	200	0	0	0	0.00%	0.00%	0.00%	0	0	1,798
143 LICENSED INSTRUCTIONAL SUPPORT	269,261	278,660	397,627	196,552	201,075	49.43%	58.64%	58.33%	33,146	163,406	157,069
144 NON,LIC INSTRUCTIONAL SUPPORT	0	0	0	4,272	(4,272)	0.00%	0.00%	0.00%	4,272	0	0
145 SUBSTITUTE TEACHER,LICENSED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
146 SUBSTITUTE NON,LIC CLASSROOM	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
150 PHYSICAL THERAPIST	138,070	140,773	141,849	71,121	70,728	50.14%	50.39%	48.47%	180	70,941	66,927
151 OCCUPATIONAL THERAPIST	233,813	287,012	282,381	117,280	165,101	41.53%	45.10%	39.82%	(12,159)	129,439	93,095
152 SPEECH/LANGUAGE PATHOLOGIST	460,372	670,750	837,728	341,515	496,213	40.77%	41.19%	40.29%	65,223	276,292	185,478
153 AUDIOLOGIST	64,500	65,850	67,125	27,438	39,688	40.88%	41.67%	40.26%	0	27,438	25,969
154 SCHOOL NURSE	110,204	162,557	173,509	72,395	101,114	41.72%	39.51%	40.23%	8,167	64,228	44,333
155 LICENSED NURSING SERVICES	27,433	27,571	25,472	13,314	12,158	52.27%	52.17%	50.12%	(1,071)	14,384	13,750
156 SOCIAL WORKER	560,237	579,429	666,842	262,619	404,223	39.38%	41.48%	39.88%	22,261	240,358	223,419
157 SCHOOL PSYCHOLOGIST	678,136	740,035	863,517	346,211	517,306	40.09%	40.99%	39.37%	42,863	303,348	266,962
161 CERTIFIED PARA/PCA	368,768	411,293	418,244	168,638	249,606	40.32%	43.73%	47.38%	(11,210)	179,848	174,712
162 CERTIFIED ONE ON ONE PARA	55,433	46,080	24,594	23,242	1,352	94.50%	60.79%	49.03%	(4,768)	28,010	27,177
163 FOREIGN LANGUAGE INTERPRETER	142	0	150	35	115	23.55%	0.00%	100.00%	35	0	142
164 INTERPRETER FOR THE DEAF	58,315	60,081	36,745	16,168	20,577	44.00%	45.63%	52.22%	(11,249)	27,417	30,453
165 SCHOOL COUNSELOR	0	0	53,810	16,143	37,667	30.00%	0.00%	0.00%	16,143	0	0
170 NON,INSTRUCTIONAL SUPPORT	178,355	174,504	235,241	129,357	105,884	54.99%	55.83%	55.62%	31,927	97,430	99,203
174 REC SERVICES/DAPE SPECIALIST	39,252	40,183	29,999	16,727	13,272	55.76%	41.67%	39.84%	(18)	16,745	15,637
185 OTHER LICENSED/CERTIFIED SALARY	182,692	187,357	234,726	91,203	143,523	38.86%	40.73%	57.62%	14,886	76,318	105,260
186 OTHER NON LICENSED SALARY	43,484	49,512	81,412	41,767	39,645	51.30%	9.40%	98.30%	37,115	4,652	42,746
TOTAL SALARIES AND WAGES	6,337,951	6,937,882	8,181,314	3,565,895	4,615,419	43.59%	45.08%	44.86%	438,152	3,127,744	2,843,079
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	464,356	504,793	614,456	258,452	356,004	42.06%	45.23%	44.74%	30,155	228,297	207,761
214 PERA	81,941	82,177	83,864	38,750	45,114	46.21%	47.78%	47.09%	(512)	39,262	38,586
218 TRA	394,478	457,804	572,608	246,907	325,701	43.12%	44.45%	43.88%	43,430	203,477	173,105
220 HEALTH INSURANCE	464,042	491,503	608,902	255,599	353,303	41.98%	44.72%	41.95%	35,815	219,784	194,671
230 LIFE INSURANCE	8,626	10,118	11,830	5,197	6,633	43.93%	45.79%	34.78%	564	4,633	3,000
235 DENTAL INSURANCE	16,831	17,437	20,881	9,747	11,134	46.68%	45.42%	46.12%	1,827	7,920	7,762
240 LONG TERM DISABILITY INSURANCE	9,509	9,437	11,522	4,669	6,853	40.52%	45.24%	35.71%	400	4,269	3,396
250 TSA/DEFERRED COMP	88,920	107,559	132,494	59,710	72,784	45.07%	49.79%	41.87%	6,160	53,551	37,227
251 TAX ADVANTAGE EMPLOYER HLTH AF	4,983	7,629	5,000	2,880	2,120	57.59%	38.23%	0.00%	(37)	2,917	0
270 WORKERS COMPENSATION	93,312	90,565	80,088	57,684	22,404	72.03%	53.19%	64.32%	9,514	48,170	60,016
280 UNEMPLOYMENT COMPENSATION	1,185	0	0	7,032	(7,032)	0.00%	0.00%	96.82%	7,032	0	1,147
TOTAL EMPLOYEE BENEFITS	1,628,182	1,779,020	2,141,645	946,627	1,195,018	44.20%	45.66%	44.63%	134,348	812,280	726,671
PURCHASED SERVICES											
303 FEDERAL SUB AWARD <=\$25000	418,739	501,513	637,934	112,933	525,001	17.70%	23.35%	27.28%	(4,180)	117,114	114,250
304 FEDERAL SUB AWARD >\$25000	505,372	471,363	443,386	21,845	421,541	4.93%	4.49%	12.13%	658	21,187	61,299
305 CONSULTING FEES/FEES FOR SERVIC	181,059	13,646,680	253,260	145,209	108,051	57.34%	1.86%	67.53%	(108,771)	253,980	122,262
307 CONTRACT SUB FOR SPEC EDUCATIC	38,237	9,168	41,379	12,127	29,252	29.31%	43.65%	64.46%	8,125	4,002	24,647
308 FEDERAL TUITION PAYMENT <=\$25000	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
309 FEDERAL TUITION PAYMENT >\$25000	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
315 REPAIRS & MAINT FOR TECHNOLOGY	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
316 SVC PURCH FROM MN JOINT POWER!	6,002	6,231	6,231	4,673	1,558	75.00%	75.00%	75.00%	0	4,673	4,502
320 COMMUNICATION SERVICES	18,669	23,558	15,300	8,669	6,731	56.01%	52.57%	41.62%	(3,814)	12,383	7,770
329 POSTAGE & PARCEL SERVICES	3,858	4,175	4,220	1,338	2,882	31.70%	14.92%	53.80%	715	623	2,076
330 UTILITY SERVICES	37,977	47,213	55,000	20,238	34,762	36.80%	38.92%	42.04%	1,864	18,374	15,965
340 INSURANCE	38,991	45,515	65,619	35,720	19,899	64.22%	60.98%	67.00%	7,966	27,754	26,125
350 REPAIRS & MAINTENANCE	159,477	111,375	170,056	24,259	145,797	14.27%	67.64%	34.76%	(51,077)	75,336	55,433

DESCRIPTION	June 30, 2020	June 30, 2021	Revised Budget	Expenses YTD	Budget Remaining	January 31, 2022	January 31, 2021	January 31, 2020	Current YTD vs. Prior YTD	January 31, 2021	January 31, 2020
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
360 TRANSPORT CONTR <=\$25,000	765	643	8,655	2,475	6,180	28.59%	0.00%	38.67%	2,475	0	296
365 INTERDEPART TRANSPORT (CHGBK)	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
366 TRAVEL CONVENTIONS/CONFERENCE	157,056	124,979	196,475	88,274	108,201	44.93%	36.63%	57.91%	42,495	45,778	90,946
368 OUT OF STATE TRAVEL/FEDERAL REI	4,148	0	17,500	5,152	12,348	29.44%	0.00%	84.62%	5,152	0	3,510
370 OPERATING LEASE/RENTAL	15,760	7,975	16,233	0	16,233	0.00%	45.47%	0.00%	(3,626)	3,626	0
379 MENTAL HLTH PROFESSIONAL <=\$25c	0	9,418	0	0	0	0.00%	130.50%	0.00%	(12,291)	12,291	0
389 STAFF TUITION REIMBURSEMENT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
390 PYMT FOR ED PURPOSE TO MN DISTF	417	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
391 PYMT TO MN SCHOOL (COST SHARE)	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
393 SPEC ED TRANSITION/CHILD W/DISAB	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
394 PYMT FOR ED TO OTHER AGENCY	915,023	888,913	991,480	274,141	717,339	27.65%	25.71%	25.19%	45,611	228,530	230,481
396 SPEC ED SALARY/OTHER DISTRICT	818,972	675,300	978,631	58,508	920,123	5.98%	8.84%	10.44%	(1,202)	59,710	85,493
397 SPEC ED BENEFITS/OTHER DISTRICT	265,873	223,571	308,958	17,747	291,211	5.74%	8.33%	10.56%	(873)	18,619	28,073
TOTAL PURCHASED SERVICES	3,586,395	16,797,588	4,200,317	833,208	3,367,109	19.84%	5.38%	24.35%	(70,772)	903,980	873,128
SUPPLIES											
401 SUPPLIES, NON INSTRUCTIONAL	34,380	90,507	111,240	78,881	32,359	70.91%	43.78%	52.54%	39,253	39,627	18,064
405 NON, INSTRUCTIONAL SOFTWARE LIC	74,814	94,076	97,708	88,790	8,918	90.87%	78.40%	87.43%	15,036	73,754	65,406
406 INSTRUCTIONAL SOFTWARE LICENSE	37,665	49,784	226,895	89,712	137,183	39.54%	165.86%	103.51%	7,139	82,573	38,987
430 SUPPLIES & MATERIALS NON INDIV IN	10,842	6,111	18,784	11,536	7,248	61.42%	59.34%	24.55%	7,910	3,626	2,662
433 SUPPLIES & MATERIALS INDIV INSTR	45,123	87,393	150,695	127,415	23,280	84.55%	78.68%	-0.09%	58,657	68,759	(41)
440 FUELS	10,433	11,527	17,300	7,715	9,585	44.60%	39.86%	43.91%	3,121	4,594	4,581
455 NONINSTRUCTIONAL TECH SUPPLIES	355	9,601	35,543	35,543	0	100.00%	40.05%	63.39%	31,698	3,845	225
456 INSTRUCTIONAL TECH SUPPLIES	2,810	6,162	12,944	5,782	7,162	44.67%	94.74%	100.00%	(55)	5,838	2,810
460 TEXTBOOKS	2,060	960	87,345	523	86,822	0.60%	100.00%	100.00%	(437)	960	2,060
461 STANDARDIZED TESTS	39,680	396	4,700	54,522	(49,822)	1160.05%	0.00%	97.03%	54,522	0	38,500
465 NONINSTRUCTIONAL TECH DEVICES	0	6,166	1,244	0	1,244	0.00%	100.00%	0.00%	(6,166)	6,166	0
466 INSTRUCTIONAL TECH DEVICES	12,983	23,447	89,700	89,700	0	100.00%	100.00%	15.89%	66,253	23,447	2,063
490 FOOD	5,568	820	5,250	4,725	525	90.01%	35.28%	87.24%	4,436	289	4,858
TOTAL SUPPLIES	276,713	386,950	859,348	594,844	264,504	69.22%	81.01%	65.11%	281,366	313,478	180,175
SUPPLIES & EQUIPMENT											
510 SITE OR GROUNDS ACQUISITION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
520 BUILDING ACQ OR CONSTRUCTION	760	0	27,829	8,455	19,375	30.38%	0.00%	100.00%	8,455	0	760
530 OTHER EQUIPMENT PURCHASE	50,446	12,922	63,315	19,318	43,997	30.51%	89.43%	83.04%	7,762	11,557	41,889
533 EQUIP SP ED DIRECT INSTRUCTION	0	2,014	2,000	0	2,000	0.00%	0.00%	0.00%	0	0	0
535 CAPITAL LEASES	0	13,530,000	0	0	0	0.00%	0.00%	0.00%	0	0	0
550 OTHER VEHICLES, PURCHASE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
555 CAPITAL NONINSTR TECH HARDWARE	15,623	1,249	0	0	0	0.00%	100.00%	-12.96%	(1,249)	1,249	(2,025)
556 CAPITALIZED INSTR TECH HARDWARE	0	10,855	8,900	8,848	52	99.42%	100.00%	0.00%	(2,007)	10,855	0
560 PRIN ON LONG TERM TECH	0	0	34,500	28,503	5,997	82.62%	0.00%	0.00%	28,503	0	0
570 PRIN ON BLDG/LAND LEASE	0	0	678,069	641,315	36,754	94.58%	0.00%	0.00%	641,315	0	0
571 INT ON BLDG/LAND LEASE	0	0	319,765	316,540	3,225	98.99%	0.00%	0.00%	316,540	0	0
580 PRINCIPAL ON CAPITAL LEASE	429,640	666,334	0	0	0	0.00%	137.76%	91.75%	(917,953)	917,953	394,197
581 INTEREST ON CAPITAL LEASE	603,320	330,439	0	0	0	0.00%	11.75%	99.25%	(38,841)	38,841	598,783
589 LEASE TRANSACTIONS/INSTALL SALE	0	(13,530,000)	0	0	0	0.00%	0.00%	0.00%	0	0	0
590 OTHER CAPITAL EXPENDITURES	5,246	4,500	4,500	3,950	550	87.78%	100.00%	100.00%	(550)	4,500	5,246
TOTAL SUPPLIES & EQUIPMENT	1,105,035	1,028,313	1,138,878	1,026,928	111,950	90.17%	95.78%	94.01%	41,974	984,954	1,038,850
OTHER EXPENDITURES											
810 JUDGMENTS AGAINST DISTRICT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
820 DUES, MEMBERSHIP, LICENSE, FEES	20,127	27,245	26,228	17,596	8,632	67.09%	87.64%	88.52%	(6,283)	23,878	17,816
891 TRA & PERA SPEC SITUATION PENSIC	35,373	50,335	0	0	0	0.00%	0.00%	0.00%	0	0	0
895 FED/NONPUBLIC INDIRECT (CHGBK)	(0)	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
896 TAXES & SPECIAL ASSESSMENTS	(348)	56	100	40	60	40.19%	0.00%	-28.77%	40	0	100
TOTAL OTHER EXPENDITURES	55,152	77,636	26,328	17,636	8,692	66.99%	30.76%	32.48%	(6,242)	23,878	17,916
OTHER FINANCING USES											
910 PERMANENT TRANSFER/OTHER FUNI	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 - EXPENDITURES BY PROGRAM CODE

Goodhue Co Education District | January 31, 2022

DESCRIPTION	June 30, 2020	June 30, 2021	Revised Budget	Expenses YTD	Budget Remaining	January 31, 2022	January 31, 2021	January 31, 2020	Current YTD vs. Prior YTD	January 31, 2021	January 31, 2020
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
DISTRICT ADMINISTRATION											
010 BOARD OF EDUCATION	16,440	14,326	26,771	12,782	13,989	47.74%	74.42%	63.92%	2,120	10,662	10,509
030 INSTRUCTIONAL ADMINISTRATION	83,008	65,520	52,224	35,289	16,935	67.57%	67.47%	57.62%	(8,917)	44,206	47,831
TOTAL - DISTRICT ADMINISTRATION	99,448	79,846	78,995	48,070	30,925	60.85%	68.72%	58.66%	(6,797)	54,868	58,339
SITE ADMINISTRATION											
050 SCHOOL ADMINISTRATION	59,029	97,953	279,823	156,830	122,993	56.05%	50.05%	53.39%	107,805	49,025	31,518
TOTAL - SITE ADMINISTRATION	59,029	97,953	279,823	156,830	122,993	56.05%	50.05%	53.39%	107,805	49,025	31,518
SUPPORT SERVICES											
105 GENERAL ADMINISTRATIVE SUPPORT	85,805	106,875	102,650	123,032	(20,382)	119.86%	97.13%	133.63%	19,227	103,805	114,657
110 BUSINESS SUPPORT SERVICES	116,345	120,651	145,064	131,815	13,249	90.87%	98.91%	96.65%	12,485	119,330	112,450
TOTAL - SUPPORT SERVICES	202,150	227,526	247,714	254,847	(7,133)	102.88%	98.07%	112.35%	31,712	223,135	227,107
REGULAR INSTRUCTION											
203 EDUCATION,ELEMENTARY GENERAL	85,478	99,611	449,580	60,653	388,927	13.49%	0.00%	0.00%	60,653	0	0
205 TITLE III, PART A LANGUAGE ACQUISITION	14,929	18,052	34,684	11,310	23,374	32.61%	70.17%	75.60%	(1,358)	12,668	11,286
211 EDUCATION,SECONDARY GENERAL	657,881	545,999	882,663	44,844	837,819	5.08%	5.85%	4.87%	12,884	31,960	32,071
212 VISUAL ART	0	0	75,842	29,185	46,657	38.48%	0.00%	0.00%	29,185	0	0
219 ENGLISH LEARNER	365,688	390,669	398,210	177,542	220,668	44.59%	43.91%	43.75%	6,006	171,536	159,994
220 ENGLISH, LANGUAGE ARTS	63,448	66,007	143,646	57,777	85,869	40.22%	41.55%	39.36%	30,352	27,425	24,975
230 FOREIGN/NATIVE LANGUAGE	0	0	34,270	0	34,270	0.00%	0.00%	0.00%	0	0	0
240 HEALTH, PHYSICAL ED & RECREATION	6,126	6,833	43,651	2,443	41,208	5.60%	35.78%	42.54%	(2)	2,445	2,606
250 FAMILY LIVING SCIENCE	79,279	80,565	92,231	33,289	58,942	36.09%	41.33%	38.90%	(8)	33,297	30,842
255 INDUSTRIAL EDUCATION	0	0	10,729	0	10,729	0.00%	0.00%	0.00%	0	0	0
256 MATHEMATICS	74,844	78,769	169,460	55,726	113,734	32.88%	40.69%	38.19%	23,672	32,053	28,584
258 MUSIC	0	0	41,000	33,860	7,140	82.58%	0.00%	0.00%	33,860	0	0
260 NATURAL SCIENCES	80,887	83,491	109,809	37,097	72,712	33.78%	41.45%	39.58%	2,488	34,609	32,013
270 SOCIAL SCIENCES/SOCIAL STUDIES	64,840	68,633	146,424	58,139	88,285	39.71%	41.18%	39.55%	29,877	28,262	25,647
TOTAL - REGULAR INSTRUCTION	1,493,398	1,438,628	2,632,199	601,864	2,030,335	22.87%	26.01%	23.30%	227,609	374,255	348,019
VOCATIONAL INSTRUCTION											
380 SPECIAL NEEDS	240,432	255,640	297,665	83,191	214,474	27.95%	36.40%	35.09%	(9,869)	93,060	84,376
399 CAREER & TECHNICAL GENERAL	68,063	71,555	65,909	29,599	36,310	44.91%	41.45%	38.78%	(60)	29,659	26,398
TOTAL - VOCATIONAL INSTRUCTION	308,496	327,195	363,574	112,790	250,784	31.02%	37.51%	35.91%	(9,928)	122,719	110,774
SPECIAL ED INSTRUCTION											
400 GENERAL SPECIAL EDUCATION	110,607	129,400	90,461	43,790	46,671	48.41%	31.85%	38.19%	2,572	41,218	42,240
401 SPEECH/LANGUAGE IMPAIRED	756,820	1,029,586	1,213,079	551,306	661,773	45.45%	46.52%	43.00%	72,326	478,980	325,470
402 MILD,MODERATE COGNITIVE DISAB	118,134	86,123	51,114	29,101	22,013	56.93%	59.07%	48.95%	(21,775)	50,876	57,826
403 SEVERE,PROFOUND COGNITIVE DISAB	20,524	14,407	11,822	3,272	8,350	28.16%	35.59%	46.25%	(1,855)	5,127	9,493
404 PHYSICALLY IMPAIRED	582,179	639,551	651,825	267,187	384,638	40.99%	40.66%	41.68%	7,117	260,070	242,654
405 DEAF, HARD OF HEARING	228,154	229,427	303,052	99,690	203,362	32.90%	28.88%	38.57%	33,422	66,268	87,990
406 VISUALLY IMPAIRED	81,877	90,681	94,057	35,708	58,349	37.96%	39.44%	36.78%	(53)	35,761	30,114
407 SPECIFIC LEARNING DISABILITY	272,073	164,476	235,383	57,351	178,032	24.37%	31.92%	30.39%	4,847	52,504	82,678
408 EMOTIONAL/BEHAVIORAL DISORDER	1,501,672	1,333,715	1,397,371	451,336	946,035	32.30%	36.94%	30.67%	(41,316)	492,653	460,525
410 OTHER HEALTH DISABILITIES	106,049	288,286	366,271	92,756	273,515	25.32%	22.86%	49.49%	26,858	65,898	52,479
411 AUTISTIC SPECTRUM DISORDERS	508,490	700,550	693,282	301,519	391,763	43.49%	25.81%	43.40%	120,716	180,803	220,688
412 DEVELOPMENTALLY DELAYED	870,576	895,693	835,771	308,820	526,951	36.95%	38.37%	40.30%	(34,837)	343,658	350,802
414 TRAUMATIC BRAIN INJURY	6,815	27,155	1,891	13,688	(11,797)	723.84%	8.80%	31.81%	11,298	2,390	2,168
416 SEVERELY MULTIPLY IMPAIRED	655	2,142	8,160	5,966	2,194	73.11%	0.00%	98.65%	5,966	0	646
420 SPECIAL ED,AGGREGATE 3+	2,196,406	2,102,156	2,714,639	1,212,160	1,502,479	44.65%	49.33%	45.15%	175,116	1,037,044	991,570
422 SPECIAL ED,STUDENTS W/O DISABILITES	250,571	243,917	309,066	124,579	184,487	40.31%	51.62%	34.85%	(1,322)	125,901	87,313
TOTAL - SPECIAL ED INSTRUCTION	7,611,603	7,977,265	8,977,044	3,598,230	5,378,814	40.08%	40.60%	40.00%	359,080	3,239,150	3,044,655
19											
INSTRUCTIONAL SUPPORT											
610 CURRICULUM CONSULT & DEV	295,945	352,711	358,637	224,198	134,439	62.51%	49.25%	51.89%	50,486	173,712	153,555
630 INSTRUCTION,RELATED TECHNOLOGY	59,078	93,319	239,030	206,296	32,734	86.31%	58.54%	15.61%	151,667	54,629	9,223
640 STAFF DEVELOPMENT	9,806	2,140	39,300	5,986	33,314	15.23%	93.45%	98.78%	3,986	2,000	9,687

DESCRIPTION	June 30, 2020	June 30, 2021	Revised Budget	Expenses YTD	Budget Remaining	January 31, 2022	January 31, 2021	January 31, 2020	Current YTD vs. Prior YTD	January 31, 2021	January 31, 2020
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
TOTAL - INSTRUCTIONAL SUPPORT	364,829	448,170	636,967	436,480	200,487	68.52%	51.40%	47.27%	206,140	230,341	172,465
PUPIL SUPPORT SERVICES											
710 SECONDARY COUNSELING/GUIDANCE	0	0	70,889	19,946	50,943	28.14%	0.00%	0.00%	19,946	0	0
715 SCHOOL SECURITY	0	13,939	0	0	0	0.00%	0.00%	0.00%	0	0	0
720 HEALTH SERVICES	176,681	251,592	304,720	126,295	178,425	41.45%	41.07%	41.24%	22,963	103,332	72,858
730 PSYCHOLOGICAL AND HEALTH SERVICES	780,683	891,511	915,620	374,352	541,268	40.89%	38.53%	39.51%	30,829	343,522	308,436
740 SOCIAL WORK SERVICES	406,646	422,317	503,663	168,831	334,832	33.52%	40.01%	38.07%	(139)	168,970	154,799
760 PUPIL TRANSPORTATION	3,070	7,070	11,055	3,408	7,647	30.83%	55.67%	48.06%	(527)	3,936	1,475
790 OTHER PUPIL SUPPORT SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - PUPIL SUPPORT SERVICES	1,367,080	1,586,429	1,805,947	692,831	1,113,116	38.36%	39.07%	39.32%	73,071	619,760	537,569
FACILITIES											
810 OPERATIONS & MAINTENANCE	294,452	260,215	327,598	81,621	245,977	24.92%	32.01%	28.07%	(1,662)	83,284	82,648
850 CAPITAL FACILITIES	1,087,154	1,170,901	1,080,163	983,244	96,919	91.03%	95.30%	95.54%	(132,628)	1,115,872	1,038,617
865 LTFM NOT PRO 866,867,868	101,790	70,995	117,806	18,330	99,476	15.56%	75.93%	27.61%	(35,576)	53,906	28,106
870 BUILDING CONSTRUCTION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - FACILITIES	1,483,396	1,502,112	1,525,567	1,083,196	442,371	71.00%	83.42%	77.48%	(169,865)	1,253,061	1,149,372
OTHER FINANCING USES											
910 RETIRE LONG TERM OBLIGATIONS	0	13,322,265	0	0	0	0.00%	0.00%	0.00%	0	0	0
950 TRANSFERS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - OTHER FINANCING USES	0	13,322,265	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,989,428	27,007,389	16,547,830	6,985,139	9,562,691	42.21%	22.83%	43.73%	818,825	6,166,314	5,679,818

Monthly Bank Reconciliation
January 31, 2022

Bank Statement Date: 1/31/2021

MSDLAF	\$42.26
MSDMAX	\$662,261.61
MERCHANTS BANK - GENERAL	\$112,946.97
MERCHANTS BANK - PAYROLL	\$25,489.15
MERCHANTS BANK - SWEEP	\$199,989.47
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$1,000,729.46

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

Total Deposits in Transit **\$0.00**

Subtotal **\$1,000,729.46**

Subtract Outstanding Checks:

Account	Amount	Account	Amount
BANK OF ZUMBROTA	\$0.00	TRANSFER FRM SWEEP	\$695.90
U.S. BANK AP CHECKS	\$0.00		
MERCHANTS - PR	\$0.00		
MERCHANTS - AP	\$89,862.26		
	\$0.00		

Total Outstanding Checks **\$90,558.16**

Computed Book Balance **\$910,171.30**

Balance per Your Books 910,171.30

Difference **\$0.00**

Goodhue County Education District

Actuarial Valuation Report
Other Post-Employment Benefits
Under GASB Statement 75

Valuation Date: July 1, 2021

Measurement Date: July 1, 2021 / July 1, 2022

Fiscal Year Beginning: July 1, 2021 / July 1, 2022

Fiscal Year Ending: June 30, 2022 / June 30, 2023



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Actuarial Certification

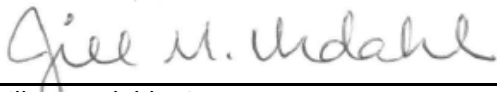
We have prepared an actuarial valuation of the other post employment benefit plans for the Goodhue County Education District as of July 1, 2021 to enable the plan sponsor to satisfy the accounting requirements under Statements of Governmental Accounting Standards No. 75. The results of the valuation set forth in this report reflect the provisions of the plan communicated to us through July 1, 2021. This report should not be used for other purposes or relied upon by any other person without prior written consent from Hildi Incorporated.

This valuation is based on participant and financial data provided by the Goodhue County Education District and is summarized in this report. An audit of the financial and participant data provided was not performed, but we have checked the data for reasonableness as appropriate based on the purpose of the valuation. We have relied on all the information provided, including plan provisions and asset information, as complete and accurate.

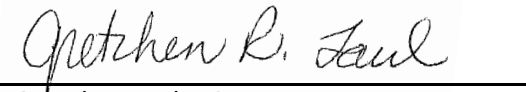
All costs, liabilities and other factors under the plan were determined in accordance with generally accepted actuarial principles and procedures using assumptions that we believe reasonably estimate the anticipated experience of the plan. The calculations reported herein are consistent with our understanding of the provisions of GASB Statement 75.

Actuarial computations under Statements of Governmental Accounting Standards are for the purposes of fulfilling employer accounting requirements and trust accounting requirements. Computations for other purposes may differ significantly from the results shown in this report.

We are available to answer any questions on this material, or to provide explanations or further details, as may be appropriate. The undersigned credentialed actuaries meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinions contained in this report.



Jill M. Urdahl, FSA



Gretchen Faul, ASA

Hildi Incorporated, A Division of USI Consulting Group
8000 Norman Center Drive, Suite 400
Bloomington, MN 55437
P 952.934.5554

Report finished in February 2022

Executive Summary

This report has been prepared for the Goodhue County Education District, for the fiscal years ending June 30, 2022 and June 30, 2023, to assist in complying with the reporting and disclosure requirements under GASB Statement 75.

Summary of Results

The results below reflect an initial implementation date under GASB 75 for the fiscal year ending June 30, 2018. The discount rate is based on the estimated yield of 20-Year AA-rated municipal bonds. The overall single discount rate is 2.10%.

OPEB benefits have historically been funded on a pay-as-you-go basis (PAYGO). Under GASB 75, plan sponsors may set up a trust and pre-fund the benefits. There is no requirement to pre-fund benefits under GASB 75. However, continuing on a PAYGO basis will create a Total OPEB Liability (TOL) on the balance sheet. Results throughout the report assume continued funding under PAYGO.

GASB Accounting Summary		
1. Liabilities as of 07/01/2021		
a. Total OPEB Liability (TOL)	\$	197,910
b. Valuation Salary		7,589,483
c. TOL as % of Payroll, a. / b.		3%
2. Annual Costs for the Year Beginning 07/01/2021		
a. Estimated Pay-as-you-go Cost (PAYGO)	\$	912
b. OPEB Expense Under GASB 75		29,530
3. Discount Rate		2.10%

Valuation Model

The actuarial liabilities shown in this report are determined using software purchased from an outside vendor which was developed for this purpose. Certain information is entered into this model in order to generate the liabilities specific to your benefit plan. These inputs include economic and non-economic assumptions, plan provisions and census information. We rely on the coding within the software to value the liabilities using the actuarial methods and assumptions selected. Both the input to and the output from the model is checked for accuracy and reviewed for reasonableness.

A range of results, different from those presented in this report, could be considered reasonable. The numbers are not rounded, but this is for convenience and should not imply precision. Future actuarial measurements may differ significantly from the current measurements presented in this report due to such factors as the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the methodology used for these measurements; and changes in plan provisions or applicable law. Due to the limited scope of this assignment, we did not perform an analysis of the potential range of such future measurements.

Key Dates

The results presented in this report are based on a July 1, 2021 valuation date. GASB 75 allows the use of a valuation date that is up to 30 months and one day prior to the most recent fiscal year end.

Valuation Date	July 1, 2021	July 1, 2021
Measurement Date	July 1, 2022	July 1, 2021
Reporting Date	June 30, 2023	June 30, 2022

Events & Decisions

Plan Experience:

- There was a liability gain of \$26,572 due to updated census data.
- There was a liability gain of \$34,546 due to claims and premiums lower than expected.

Plan Changes: None.

Assumption Changes:

- The health care trend rates were changed to better anticipate short term and long term medical increases.
- The mortality tables were updated from the Pub-2010 Public Retirement Plans Headcount-Weighted Mortality Tables (General, Teachers) with MP-2018 Generational Improvement Scale to the Pub-2010 Public Retirement Plans Headcount-Weighted Mortality Tables (General, Teachers) with MP-2020 Generational Improvement Scale.
- The salary increase rates for non-teachers were updated to reflect the latest experience study.
- The withdrawal rates were updated to reflect the latest experience study.
- The inflation rate was changed from 2.50% to 2.00%.
- The discount rate was changed from 2.40% to 2.10%.
- These changes increased the liability \$8,447.

Method Changes: None.

Implicit Rate Subsidy

GASB 74 and 75 require that trust and employers recognize the Implicit Rate Subsidy (labeled as Access to Group Insurance in the Plan Provisions section) that exists in most postretirement medical plans provided by governmental employers. The Implicit Rate Subsidy refers to the concept that retirees under the age of 65 (those not Medicare eligible) generate higher claims on average than active participants.

When a medical plan is self-insured through a third party administrator or fully insured, a premium is usually determined by analyzing the claims of the entire population in that plan and adjusting for administrative costs. The resulting premium is called a blended premium because it blends the claims of active and retired participants. Since individuals generally have more and higher claims as they get older, the blended premium paid for retirees is lower than their expected claims. Another way of considering this is that if the retirees were removed from the plan, the premium for the active group would be lower; therefore the retirees' premiums are being subsidized by the active group. The difference between the expected claims for the retiree group and the blended premium is called the Implicit Rate Subsidy.

Plan and Employer Accounting

Reconciliation of Changes in Total OPEB Liability

Below is a reconciliation of the Total OPEB Liability for the fiscal years ending June 30, 2022 and June 30, 2023. As described in the GASB 75 standard, a one-year lookback may be used when preparing financial disclosures under GASB 75. **The Total OPEB Liability may need to be updated with final balances as of July 1, 2022, if there are any material changes in assumptions, plan provisions, benefit payments or gains/losses. Please contact Hildi Inc. when preparing your disclosures at June 30, 2023.**

Fiscal Year Ending	June 30, 2023	June 30, 2022
1. Measurement Year	July 1, 2021 to July 1, 2022	July 1, 2020 to July 1, 2021
2. Used for Reporting Date	June 30, 2023	June 30, 2022
3. Total OPEB Liability (TOL) -- Beginning of Measurement Year	\$ 197,910	\$ 217,008
a. Service Cost	37,893	36,789
b. Interest Cost	4,942	5,981
c. Assumption Changes	0	8,447
d. Plan Changes	0	0
e. Differences between Expected and Actual Experience	0	(61,118)
f. Benefit Payments	(912)	(9,197)
g. Other Changes	0	0
h. Net Change in Total OPEB Liability	41,923	(19,098)
4. Total OPEB Liability (TOL) -- End of Measurement Year	\$ 239,833	\$ 197,910
5. Covered Employee Payroll	7,817,167	7,589,483
6. TOL as % of Payroll	3%	3%

Assumptions as of the Measurement Date	7/1/2022	7/1/2021
1. Discount Rate	2.10%	2.10%
2. Medical Trend Rate	6.25% decreasing to 5.00% then 4.00%	6.50% decreasing to 5.00% then 4.00%
3. Dental Trend Rate	NA	NA

Total OPEB Liability Sensitivity to Changes in Assumptions

Measurement Date	7/1/2022	7/1/2021
1. Selected Discount Rate	\$ 239,833	\$ 197,910
a. 1% Decrease in Discount Rate	259,953	214,904
b. 1% Increase in Discount Rate	220,437	181,518
2. Selected Healthcare Cost Trend Rates	\$ 239,833	\$ 197,910
a. 1% Decrease in Trend Rates	201,608	167,107
b. 1% Increase in Trend Rates	286,789	235,518

GASB 75 OPEB Expense

Below is the OPEB Expense for the fiscal years ending June 30, 2022 and June 30, 2023. As described in the GASB 75 standard, a one-year lookback may be used when preparing financial disclosures under GASB 75. **The OPEB Expense may need to be updated as of July 1, 2022, if there are any material changes in assumptions, plan provisions, benefit payments or gains/losses. Please contact Hildi Inc. when preparing your disclosures at June 30, 2023.**

Fiscal Year Ending	June 30, 2023	June 30, 2022
1. Components of OPEB Expense		
a. Service Cost	\$ 37,893	\$ 36,789
b. Interest Cost	4,942	5,981
c. Liability Gain or Loss	(13,674)	(13,674)
d. Assumption Changes	434	434
e. Projected Investment Return	0	0
f. Investment Gain or Loss	N/A	N/A
g. Administrative Expenses	0	0
h. Plan Changes	<u>0</u>	<u>0</u>
i. Total	29,595	29,530
2. Deferred Outflows of Resources		
a. Liability Losses	\$ 0	\$ 0
b. Assumption Changes	12,174	14,398
c. Investment Losses	N/A	N/A
d. Estimated Employer Contributions*	<u>2,761</u>	<u>912</u>
e. Estimated Total*	14,935	15,310
3. Deferred Inflows of Resources		
a. Liability Gains	\$ 69,970	\$ 83,644
b. Assumption Changes	7,156	8,946
c. Investment Gains	<u>N/A</u>	<u>N/A</u>
d. Total	77,126	92,590
4. Future Recognition of Deferred Flows in OPEB Expense (Fiscal Years Ending)		
a. June 30, 2023	N/A	\$ (13,240)
b. June 30, 2024	\$ (13,240)	\$ (13,240)
c. June 30, 2025	(13,240)	(13,240)
d. June 30, 2026	(13,240)	(13,240)
e. June 30, 2027	(13,232)	(13,232)
f. June 30, 2028	(5,417)	(5,417)
g. Thereafter	(6,583)	(6,583)

* Under GASB 75, employer contributions made after the Measurement Date and before the Reporting Date must be disclosed as Deferred Outflows of Resources. The amount shown should be updated with the actual employer contributions when preparing the disclosures at fiscal year-end.

GASB 75 Amortization Schedule

Outstanding amortization bases for Deferred (Inflows) and Outflows of Resources as of the employer fiscal year-end:

Date Established	Type	Original Amount	Original Years	Amortization Amount	Remaining Amount as of 06/30/2023	Remaining Years as of 06/30/2023
7/1/2019	Liability (Gain)/Loss	(\$48,268)	8	(\$6,034)	(\$24,132)	4
7/1/2019	Assumption Change	(14,316)	8	(1,790)	(7,156)	4
7/1/2020	Assumption Change	9,343	8	1,168	5,839	5
7/1/2021	Liability (Gain)/Loss	(61,118)	8	(7,640)	(45,838)	6
7/1/2021	Assumption Change	8,447	8	1,056	6,335	6

Required Supplementary Information

Below is a schedule of changes in the Net OPEB Liability and related ratios for the two most recent fiscal years. Public entities are required to show 10 years of information, or as many years as available until a full 10-year trend is compiled.

Fiscal Year Ending	June 30, 2023	June 30, 2022
1. Measurement Year	July 1, 2021 to July 1, 2022	July 1, 2020 to July 1, 2021
2. Used for Reporting Date	June 30, 2023	June 30, 2022
3. Total OPEB Liability (TOL) -- Beginning of Measurement Year	\$ 197,910	\$ 217,008
a. Service Cost	37,893	36,789
b. Interest Cost	4,942	5,981
c. Assumption Changes	0	8,447
d. Plan Changes	0	0
e. Differences between Expected and Actual Experience	0	(61,118)
f. Benefit Payments	(912)	(9,197)
g. Other Changes	0	0
h. Net Change in Total OPEB Liability	41,923	(19,098)
4. Total OPEB Liability (TOL) -- End of Measurement Year	\$ 239,833	\$ 197,910
5. Covered Employee Payroll	7,817,167	7,589,483
6. TOL as % of Payroll	3%	3%

Notes to Schedule

Benefit Changes: None.

Assumption Changes

- For the fiscal year ending June 30, 2022:
 - The health care trend rates, mortality tables, salary increase rates for non-teachers, and withdrawal rates were updated.
 - The inflation rate was changed from 2.50% to 2.00%.
 - The discount rate was changed from 2.40% to 2.10%.
- For the fiscal year ending June 30, 2023: None.

Projected Benefit Payments

The Projected Benefit Payments are based on the assumptions, plan provisions, and participant data as of July 1, 2021. The Projected Benefit Payments are prepared on a closed group basis (i.e. no new entrants).

Year Beginning July 1 and Ending June 30 of the Following Year	Implicit Subsidy Only Payments	Subsidized Payments	Total Projected Net Payments
2021	\$ 912	\$ 0	\$ 912
2022	2,761	0	2,761
2023	5,047	0	5,047
2024	7,231	0	7,231
2025	8,777	0	8,777
2026 - 2030	75,136	0	75,136
2031 - 2035	98,173	0	98,173
2036 - 2040	185,135	0	185,135
2041 - 2045	314,413	0	314,413
2046 - 2050	393,972	0	393,972
2051 - 2055	282,518	0	282,518
2056 - 2060	173,768	0	173,768
2061 - 2065	44,844	0	44,844
2066 - 2070	0	0	0
2071 - 2075	0	0	0
2076 - 2080	0	0	0

Note: The subsidized payment projections are estimates. When preparing fiscal year-end disclosures, the actual subsidized benefit payments that were made for the fiscal year from the Goodhue County Education District should be used. **Please contact Hildi Inc. when preparing your fiscal year-end disclosures.**

Plan Liabilities

GASB 75 Liabilities

The following table compares the liabilities calculated as of the current and prior valuation date.

Liabilities at Valuation Date		
1. Valuation Date	July 1, 2021	July 1, 2019
2. Discount rate	2.10%	2.40%
3. Medical trend rate		
a. Current year	6.50%	6.50%
b. Next tiers	5.00% / 4.00%	5.00%
c. Years to next tiers	6 / 54	6
4. Present value of benefits	\$ 952,901	\$ 781,120
5. Accrued liability (Total OPEB Liability)		
a. Split by implicit rate liability vs. direct subsidy liability		
i. Implicit rate liability	197,910	182,936
ii. Direct subsidized liability	<u>0</u>	<u>7,659</u>
iii. Total	197,910	190,595
b. Split by status		
i. Actives	197,910	175,862
ii. Retirees and beneficiaries	<u>0</u>	<u>14,733</u>
iii. Total	197,910	190,595
6. Service Cost	37,893	30,591
7. Estimated net benefit payments		
a. Actives (from expected retirements)	912	2,736
b. Retirees and beneficiaries	<u>0</u>	<u>7,032</u>
c. Total	912	9,768

Plan Assets

None.

Other Information

Plan Participants

	July 1, 2021	July 1, 2019
1. Participant counts		
a. Actives	129	111
b. Retirees receiving payments	0	1
c. Spouses receiving payments	<u>0</u>	<u>0</u>
d. Total participants	129	112
2. Active participant statistics		
a. Average age	40.8	41.1
b. Average hire service	5.7	6.3
c. Total expected pay for year	\$ 7,589,483	\$ 5,980,871
3. Retirees (excludes spouse)		
a. Average age: Pre-65	0.0	63.2
b. Average age: Post-65	0.0	0.0
4. Number of retirees by age		
a. Under 50	0	0
b. 50 to 54	0	0
c. 55 to 59	0	0
d. 60 to 64	0	1
e. 65+	<u>0</u>	<u>0</u>
f. Total	0	1

Covered Population: All of the active employees who have access to health insurance and all retirees who have elected to continue coverage on the employer's medical plan after retirement have been included in this valuation. Retirees with dental coverage only have been excluded as no implicit rate subsidy was valued for dental insurance.

Active Participants Age/Service Grid

July 1, 2021

Years of Service														Total								
Attained Age	Under 1		1 to 4		5 to 9		10 to 14		15 to 19		20 to 24		25 to 29		30 to 34		35 to 39		40 & up		Total	
	No.	Avg. Comp	No.	Avg. Comp	No.	Avg. Comp	No.	Avg. Comp	No.	Avg. Comp	No.	Avg. Comp	No.	Avg. Comp	No.	Avg. Comp	No.	Avg. Comp	No.	Avg. Comp	No.	Avg. Comp
Under 25	5	42,878	1	44,622	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	43,169
25 to 29	5	49,866	8	62,662	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	57,740
30 to 34	4	49,457	7	55,708	5	72,050	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	59,252
35 to 39	5	48,552	11	53,655	9	64,325	5	69,120	1	65,288	0	0	0	0	0	0	0	0	0	0	31	58,799
40 to 44	8	60,267	4	54,647	6	60,927	2	67,053	1	59,564	2	90,613	0	0	0	0	0	0	0	0	23	62,660
45 to 49	4	43,727	4	54,978	3	72,944	1	53,737	2	75,586	0	0	0	0	0	0	0	0	0	0	14	58,468
50 to 54	2	48,338	1	120,696	2	24,446	2	104,745	0	0	1	65,174	1	67,826	0	0	0	0	0	0	9	67,639
55 to 59	3	86,159	1	58,866	3	55,034	0	0	1	48,127	1	24,967	1	51,906	0	0	0	0	0	0	10	60,745
60 to 64	0	0	2	43,140	3	51,813	0	0	1	67,826	0	0	0	0	0	0	0	0	0	0	6	51,591
65 to 69	1	23,574	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	23,574
70 & up	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	37	52,434	39	57,190	31	61,064	10	74,293	6	65,329	4	67,842	2	59,866	0	0	0	0	0	0	129	58,833

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The average compensation shown in each cell represents the average for the number of active participants in that cell.

Methods and Assumptions

Summary of Methods	
Valuation/Census Data Date	July 1, 2021
Measurement Date	July 1, 2021 and July 1, 2022
Actuarial Cost Method	Entry Age, level percentage of pay
Actuarial Assets	None
Amortization of Deferred Resource Flows	Average of expected remaining service on a closed basis for differences between expected and actual experience and assumption changes.
Economic Assumptions	
Discount Rate	2.10%
20-Year Municipal Bond Yield	2.10%
Inflation Rate	2.00%
Salary Increases*	Service graded table, see sample rates Note: 3.00% used to roll the Teachers' pay forward to the valuation date.
Medical Trend Rate	6.50% as of July 1, 2021 grading to 5.00% over 6 years and then to 4.00% over the next 48 years
Dental Trend Rate	NA
Other Assumptions	
Mortality*	Pub-2010 Public Retirement Plans Headcount-Weighted Mortality Tables (General, Teachers) with MP-2020 Generational Improvement Scale
Disability	None
Withdrawal	See sample rates
Retirement	See sample rates
Expenses	Assumed paid outside of Plan
Percent Married	Current Retirees: Actual retiree/spouse elections used. Future Retirees: Males 85%, Females 65%
Age Difference	Actual spouse birthdate for current retirees (if provided). For all others, males assumed to be 3 years older than females.
Retiree Plan Participation	Future Retirees Electing Coverage: Pre-65 subsidy available: NA Pre-65 subsidy not available: <ul style="list-style-type: none"> • Support Staff and Paraprofessionals 5% • All Others 40%
Percent of Married Retirees Electing Spouse Coverage	Percent Future Retirees Electing Pre-65 Spouse Coverage: Spouse subsidy available: NA Spouse subsidy not available: 25%
Benefits Not Included	The Goodhue County Education District provides access to dental insurance during retirement. However, the implicit rate liability is not significant for dental insurance and has not been included in this valuation.

*Teacher rates are being applied to the Director and the Leadership Team in addition to the Teachers.

Analysis of Prescribed Assumptions

None.

Analysis of Non-prescribed Assumptions

Unless otherwise specified below, all non-prescribed assumptions have been determined with input from the actuary, even though the plan sponsor may be ultimately responsible for selecting the assumption.

Economic Assumption	Rationale
All Economic Assumptions	Economic assumptions are based on input from a variety of published sources of historical and projected future financial data. Each assumption was reviewed for reasonableness with the source information as well as for consistency with the other economic assumptions.
Discount Rate	Since the plan is not funded by an irrevocable trust, the discount rate is set by reviewing 20-year municipal bond yields.
20-Year Municipal Bond Yield	The municipal bond rate assumption was set by considering published rate information for 20-year high quality, tax-exempt, general obligation municipal bonds as of the Measurement Date.
Salary Increases	The salary scale used to value GASB 75 liabilities is similar to the table used to value pension liabilities for Minnesota school district employees. The rates for teachers, the director and the leadership team are based on the Teacher Retirement Association of Minnesota actuarial experience study for the period July 1, 2014 through June 30, 2018 and a study of economic assumptions dated November 2017. The rates for other employees are based on the Public Employees Retirement Association of Minnesota most recent four-year experience study for the General Employees Plan completed in 2019 and the inflation assumption.
Inflation	The long-term inflation assumption has been chosen based on a review of historical changes in the Consumer Price Index (CPI.) Published projections of future inflation rates were also considered.
Medical Trend Rate	The medical trend rates have been chosen based on a review of historical health care increase rates, projected health care increase rates, and projected health care expenditures as a percentage of GDP. The components of health care costs were considered when developing the aggregate set of trend rates.

Analysis of Non-prescribed Assumptions continued

Other Assumptions	Rationale
Mortality	The rates used are recent tables developed and recommended by the Society of Actuaries.
Retirement & Withdrawal	The retirement and withdrawal assumptions used to value GASB 75 liabilities are similar to those used to value pension liabilities for Minnesota school district employees. The rates are based on the Teacher Retirement Association of Minnesota actuarial experience study for the period July 1, 2014 through June 30, 2018.
Disability	Plan disability benefits are of similar value to other plan benefits. Therefore, disability incidence is presumed to be included in retirement and withdrawal incidence.
Retiree Plan Participation & Percent of Married Retirees Electing Spouse Coverage	The plan participation percentages for retirees and their spouses reflect past, current, and expected future expectations of medical plan enrollment for current actives and retirees. These amounts are adjusted to reflect population changes, differences in actual versus expected liabilities, and changes in enrollment/participation patterns.

Changes since prior valuation

- The health care trend rates were changed to better anticipate short term and long term medical increases.
- The mortality tables were updated from the Pub-2010 Public Retirement Plans Headcount-Weighted Mortality Tables (General, Teachers) with MP-2018 Generational Improvement Scale to the Pub-2010 Public Retirement Plans Headcount-Weighted Mortality Tables (General, Teachers) with MP-2020 Generational Improvement Scale.
- The salary increase rates for non-teachers were updated to reflect the latest experience study.
- The withdrawal rates were updated to reflect the latest experience study.
- The inflation rate was changed from 2.50% to 2.00%.
- The discount rate was changed from 2.40% to 2.10%.

Sample Withdrawal and Retirement Rates

Years of Service	Withdrawal % for Males	Withdrawal % for Females
0	32.00%	29.00%
1	14.00%	12.00%
2	10.00%	10.00%
3	7.50%	8.00%
4	5.75%	6.50%
5	5.00%	5.25%
6	4.60%	4.00%
7	4.10%	3.50%
8	2.80%	3.00%
9	2.30%	2.50%
10	2.00%	2.10%
15	1.10%	1.10%
20	0.60%	0.60%
25-30	0.50%	0.50%
31+	0.00%	0.00%

Attained Age	Retirement % Rule of 90	Retirement % Not Rule of 90
55	35%	5%
56	35%	5%
57	35%	5%
58	35%	5%
59	35%	5%
60	35%	10%
61	35%	10%
62	35%	25%
63	35%	10%
64	35%	10%
65+	100%	100%

Salary Increase Rates

Years of Service	Teacher Salary Increase	Others Salary Increase
1	8.85%	10.25%
2	7.10%	7.25%
3	6.60%	6.00%
4	6.35%	5.50%
5	6.35%	5.00%
6	6.20%	4.70%
7	6.05%	4.50%
8	5.90%	4.40%
9	5.75%	4.30%
10	5.60%	4.20%
11	5.35%	4.00%
12	5.10%	3.90%
13	4.85%	3.80%
14	4.60%	3.70%

Years of Service	Teacher Salary Increase	Others Salary Increase
15	4.35%	3.65%
16	4.10%	3.60%
17	3.85%	3.50%
18	3.65%	3.40%
19	3.55%	3.40%
20	3.45%	3.40%
21	3.35%	3.30%
22	3.25%	3.30%
23	3.15%	3.30%
24	3.05%	3.20%
25	2.95%	3.20%
26	2.85%	3.10%
27 or more	2.85%	3.00%

Summary of Plan Provisions

Following is a summary of the major plan provisions used to determine the plan’s financial position. It should not be used in determining plan benefits.

Contract Group		All Employees
Source of Plan Provision Information		Contracts effective July 1, 2018; July 1, 2019; and July 1, 2020 and summary of benefits supplied by the district
Access to Group Insurance		
Eligibility	Age*	55
	Service**	3 (5 for Non-TRA employees, e.g. Administrative Assistants, Paraprofessionals, and Support Staff)
Monthly Blended Premium	Medical	Blended monthly premium is \$598 for single coverage and \$1,595 for family coverage
Note:		Implicit Rate Subsidy valued until Medicare eligibility
Subsidized Benefits		There are no subsidized post employment benefits toward medical, dental or life insurance***

* The access to medical, dental, and life insurance for retirees could possibly happen prior to age 55 (due to certain pension provisions). For OPEB valuation purposes, we have assumed the first access eligibility age to be 55.

** The service requirement is 3 years for employees hired before July 1, 2010.

*** Teachers hired before July 1, 1989 are eligible for district contributions of \$1,500 per year towards medical premiums for eight years upon retirement. As of July 1, 2021, no active teachers remain who are eligible for this benefit. 41

Changes since prior valuation: None.

Claim Cost Development

Estimated Annual Claims at Age 65		
	Medical	Dental
Pre-65	\$15,191	\$0
Post-65	\$0	\$0

Pre-65 Healthcare Claims

Starting claim costs were developed by age adjusting the premium information provided by the Goodhue County Education District. The aging table is then applied to the average age 65 annual claims amount to derive the claims costs at all the possible retirement ages.

Aging Table			
Medical costs per individual are assumed to change as follows:			
Pre-65		Post-65	
Ages	% Decrease	Ages	% Increase
15 to 45	2.0%	65 to 70	3.0%
45 to 50	2.5%	70 to 75	2.5%
50 to 55	3.3%	75 to 80	2.0%
55 to 60	3.6%	80 to 85	1.0%
60 to 65	4.2%	85 to 90	0.5%
		90+	0.0%

Glossary

Actuarial Cost Method: Sometimes called 'funding method,' a particular technique used by actuaries to establish the amount and incidence of the annual actuarial cost of OPEB plan benefits, or normal cost, and the related unfunded liability.

Actuarially determined contribution (ADC): A target or recommended contribution to a defined benefit OPEB plan for the reporting period, determined in conformity with Actuarial Standards of Practice based on the most recent measurement available when the contribution for the reporting period was adopted. **GASB has not defined an ADC, rather this needs to be defined/developed by the employer.**

Collective deferred outflows of resources and deferred inflows of resources related to OPEB: Deferred outflows of resources and deferred inflows of resources related to OPEB arising from certain changes in the collective net OPEB liability or collective total OPEB liability.

Defined benefit OPEB: OPEB for which the benefits that the employee will receive at or after separation from employment are defined by the benefit terms. The OPEB may be stated as (a) a specified dollar amount; (b) an amount that is calculated based on one or more factors such as age, years of service, and compensation; or (c) a type or level of coverage such as prescription drug coverage or a percentage of health insurance premiums. (OPEB that does not have all of the terms of defined contribution OPEB is classified as defined benefit OPEB.)

Defined contribution OPEB: OPEB having terms that (a) provide an individual account for each employee; (b) define the contributions that an employer or nonemployer contributing entity is required to make (or the credits that it is required to provide) to an active employee's account for periods in which that employee renders service; and (c) provide that the OPEB an employee will receive will depend only on the contributions (or credits) to the employee's account, actual earnings on investments of those contributions (or credits), and the effects of forfeitures of contributions (or credits) made for other employees, as well as OPEB plan administrative costs, that are allocated to the employee's account.

Discount Rate: The single interest rate that will calculate the same Total OPEB Liability as the rates used to calculate the funded and unfunded portion of Total OPEB Liability.

Fiduciary Net Position: Plan assets based on market value as of the measurement date including receivable contributions and offset by plan payables. Market values are sometimes smoothed to soften the impact of investment gains and losses.

Healthcare Cost Trend Rate: The rate of change in per capita health claims costs over time as a result of factors such as medical inflation, utilization of healthcare services, plan design, and technological developments.

Investment Return Assumption: The rate used to adjust a series of future payments to reflect the time value of money. The long-term expected rate of return should be based on the nature and mix of current and expected OPEB plan investments over a period representative of the expected length of future benefit payments. The long-term expected rate of return should be determined net of OPEB plan investment expense but without reduction for OPEB plan administrative expense.

Net OPEB Liability: The difference between Total OPEB Liability and Net Fiduciary Position.

Glossary continued

Other Post-employment Benefits: Benefits (such as death benefits, life insurance, disability, and long-term care) that are paid in the period after employment and that are provided separately from a pension plan, as well as healthcare benefits paid in the period after employment, regardless of the manner in which they are provided. OPEB does not include termination benefits or termination payments for sick leave.

Plan Members: The individuals covered by the terms of the plan. The plan membership generally includes employees in active service, terminated employees who have accumulated benefits but are not yet receiving them, and retired employees and beneficiaries currently receiving benefits.

Post-employment Healthcare Benefits: Medical, dental, vision, and other health-related benefits provided to terminated or retired employees and their dependents and beneficiaries

Required Supplementary Information (RSI): Schedules, statistical data, and other information that are an essential part of financial reporting. RSI should be presented with, but is not part of, the basic financial statements of a governmental entity.

Service Cost: The portions of the actuarial present value of projected benefit payments that are attributed to valuation years.

Total OPEB Liability: The portion of the present value of prospective benefits allocated to service before the valuation date in accordance with the actuarial cost method.



GOODHUE COUNTY EDUCATION DISTRICT #6051

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

October 28, 2021

Dear Grant Review Committee,

It is with great anticipation that we are submitting this grant. Our excitement and enthusiasm comes primarily from the fact that we serve an important and unique niche of students and that receiving this grant would jump start the implementation of a high-wage, high-skill, high-need career pathway in Goodhue County (MN).

The River Bluff Education Center serves students from across Goodhue County who require specialized services. For many of the students, they are enrolled in a Setting IV special education program (Reach). Setting IV provides the most intensive and personalized supports possible in special education. In addition to the Reach Program, the River Bluff Education Center also houses a grades 8-12 alternative education program (Pathways Program). The Pathways Program is offered for students who need an alternative option from the traditional school structure and setting.

As with students in a “mainstream” building/program, the students at River Bluff Education Center are working towards a high school diploma and a meaningful next step after high school. The implementation of a welding program would help this cause immensely. As an instructor and administrative team, we are committed to providing the resources and training needed to build, sustain, and refine the welding program.

In Minnesota, the need for welders, cutters, solderers, and brazers continue to be high. In fact, according to the Minnesota State CAREERwise website, current demand is listed as 5/5 starts and the projected openings between 2018 and 2028 is expected to be 11,565 (<https://careerwise.minnstate.edu/programlmi/plPrograms?progr=7186&icode=25032&open=Y>).

Ms. Katie Dunn, the Industrial Technology educator at River Bluff Education Center perhaps said it best:

“I would like the opportunity to do more with welding, it would be a profitable career option for several of the students in the building.”

On behalf of my colleagues at the River Bluff Education Center, thank you for your consideration of our grant application.

Nicole Bolduan
Principal/Director of Special Education
River Bluff Education Center & Tower View Alternative High School
651-388-4441



GOODHUE COUNTY EDUCATION DISTRICT #6051

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

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

American Welding Society Foundation – Grant Equipment

- MobileArc Augmented Reality Welding System
- Miller Multimatic 220 AC/DC Powersource
- Miller Plasma Cutter
- Oxy-Fuel Cutting Pack
- Consumable Kit
- Welding Cart, Welding Table, Safety Screens
- Hand Tools

Package = Approximately \$14,000.00



January 27, 2022

Dear Cherie Johnson:

Thank you for applying for a Goodhue County Child & Family Collaborative LCTS Grant for the **Social Work Team Support** program.

The Collaborative would like to award **Goodhue County Education District** a grant in the amount of **\$120,200** to support this program. If you accept this grant award, please sign the enclosed grant agreement and mail it back to the Goodhue County Child & Family Collaborative.

If you have any questions, comments, or concerns please reach out to me at (651) 385-6150 or maggie.cichosz@co.goodhue.mn.us.

Thank you for partnering with us to build strong families and resilient children!

Sincerely,

Maggie Cichosz
Coordinator

Working in partnership to build strong families and resilient children



LCTS Grant Agreement

Date of Agreement: 1/27/2022

Grantee: Goodhue County Education District

Purpose of Grant: Strengthening Students' Resilience through Learning and Whole Student Supports

Grant Amount: \$125,200

Grant Period: July 1st, 2022- June 30th, 2023

Payment Schedule: \$62,600 in July/August 2022 and \$62,600 in April/May 2023 (dependent on when we receive the LCTS funds from the State of Minnesota)

The mission of the Goodhue County Child & Family Collaborative is to work in partnership to build strong families and resilient children.

This grant is subject to your agreement to:

- Use the grant funds only as specified in the approved grant proposal
- Maintain your records to show and account for the use of grant fund
- Repay any portion of the funds not used for the specified purposes
- Cooperate with any efforts of GCCFC to publicize the grant award
- Present at a GCCFC Board Meeting about the funded project and its impact
- Submit a grant report by July 30th, 2023

By signing below, we are bound by the agreement above:

Grantee Representative

Date

1/27/2022

Goodhue County Child & Family Collaborative Chair

Date

Working in partnership to build strong families and resilient children

Significant Disproportionality

- The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires State Education Agencies (SEAs) to collect and examine data in order to identify significant disproportionality based on race and ethnicity in the state and in local educational agencies (LEAs) of the state with respect to the:
- Identification of children with disabilities;
- Placement in particular educational settings of such children; and
- Incidence, duration, and type of disciplinary actions

Identification happens when...

- your risk ratio is at or above 3.0
- in any one of 98 categories of analysis i.e.

Identification, Placement and Discipline

- for 3 consecutive years of data in the same category of analysis.

Identification

Ages 3-21

All Disabilities

Intellectual Disabilities

Specific Learning Disabilities

Emotional or Behavioral Disorders

Speech or Language Impairments

Other Health Disabilities

Autism Spectrum Disorders

Sources of Data

Data from 3 sources: December 1 Child Count, MARSS, and the Disciplinary Incidents Reporting System (DIRS)

Racial and Ethnic Categories: 1) White; 2) Hispanic; 3) American Indian; 4) Black; 5) Asian; 6) Hawaiian/Pacific Islander; 7) Multi-racial.

Discipline

Ages 6-21

Students with up to 10 days of in-school suspensions;

Students with more than 10 days of in-school suspensions;

Students with up to 10 days of out-of-school suspensions;

Students with more than 10 days of out-of-school suspensions; and

Total Disciplinary removals

Placement

Instructional Setting 3

Instructional Settings 4-8 (combined)

Disproportionality

How is Sigdispro calculated?

$150/1000 = 15\%$ risk of any black student being enrolled in sped

300/4000 = 7.5% risk of any nonblack student being enrolled in sped

So, in this case, the risk ratio to black students for sped ID in Appletree is 2.0

Appletree District

5000 Total Students

1000 Black Students

450 Sped Students

150 Black Sped Students

Reporting Timelines

July 1, 2021 CEIS plan and budget plan need to be submitted through SERVS. Use 15 percent of current year FIN 419 and FIN 420 allocation for budget. Identify students receiving CEIS services in MARSS with a SEES 8 enrollment by October submission (failure to report students in MARSS will result in recovery of funds).

LEA Requirements During Mandatory CEIS Status

- Receive and review year one, two or three letters for mandatory CEIS FIN 429.
- Reserve the maximum amount (15 percent) of IDEA Part B funds to provide Comprehensive Coordinated Early Intervening Services to serve children in the significantly over identified group.
- Publicly report on the revision of those policies and practices that led to the significant disproportionality.

See section 613(f) of IDEA (20 U.S.C. 1413(f)). (U.S.C. stands for United States Code)

Current Data

Date collected indicates that two groups are experiencing significant disproportionality.

Black or African American

American Indian or Alaska Native

Your Questions

- V. **Old Business:**
 - A. LED Lighting Replacement Study

Goodhue County Education District - River Bluff Education Center

LED Lighting Fixture Upgrade

Customized Energy-Efficient Lighting Solution Summary

TRC will supply materials and the installation for conversion of your existing lighting systems. All equipment meets necessary requirements to qualify for the lighting rebates. Disposal costs are included in proposal price.

ENERGY SAVINGS

Current Annual lighting cost	\$11,957.00
Current KW	45.426
Current KWH	109,199
Proposed Annual lighting cost	\$7,915.00
Proposed KW	29.756
Proposed KWH	72,284
KW Saved	15.670
KWH Saved	36,915
Annual Energy Cost Savings	\$4,042.20
• MONTHLY	\$336.85
• DAILY (cost per business day of not doing retrofit)	\$16.84

Total Project Investment	\$73,500.00
Estimated Utility Rebate	\$9,195.43
Total Net Project Investment	\$64,304.57
Project Simple Payback (based on energy-excluding Maintenance savings) in years	15.91
Return on Investment Excluding Maintenance Savings	6.29%

ENVIRONMENTAL IMPACT* (ANNUALLY)

Total greenhouse gas reduction (Metric Tons of CO2)	27.5
Passenger cars not driven for one year	5.8
Gallons of gasoline	3,090.4
Acres of forest preserved from deforestation	25.91
Tons of waste recycled instead of landfilled	35.21

*SOURCE: <https://www.epa.gov/energy/greenhouse-gas-equivalencies-calculator>

De Lage Landen Public Finance LLC

1111 Old Eagle School Road
Wayne, PA 19087
tel 610-386-5000
www.dllgroup.com

Preliminary Proposal for Tax Exempt Lease Purchase Financing

November 18, 2021

Goodhue County Education District - River Bluff Education Center
Red Wing, MN 55066

De Lage Landen Financial Services, dba De Lage Landen Public Finance LLC (“Lender”) is pleased to submit the following proposal, for discussion purposes only, based on our present understanding of the financing requirements of the Borrower named below (“Borrower”) for the acquisition of the below described capital project (“Project”). Any changes to these terms, conditions and assumptions may alter the proposed financing.

Basic Financing Structure

- This is a finance/ownership contract.
- Title to the assets being financed will be in the name of the Borrower.
- Cancellation for convenience or vendor non-performance is not permitted.
- Payment invoicing and contract servicing will be in the name of **DLL Public Finance**.

Transaction Overview

BORROWER:	District 6051 (“Borrower”)
LENDER:	De Lage Landen Public Finance LLC (“Lender”)
VENDOR:	The Retrofit Companies Inc. (“Vendor”)
PROJECT:	LED Fixtures (“Project”)
FINANCING TYPE:	Tax-exempt Capital Lease-Purchase Agreement, subject to annual appropriation
PAYMENT FREQUENCY:	Quarterly in arrears (first payment due in 90 days)
AMOUNT FINANCED:	\$64,304.57
TERM:	5 years
INTEREST RATE:	3.45%*
PAYMENT FACTOR:	0.054651*
PAYMENT:	\$3,514.31*
CLOSING DATE:	To be determined

INTEREST RATE LOCK*:	The interest rate noted above is provided as an indication only and may need to be revised prior to closing. In the event that market interest rates increase prior to the date of closing (which causes an increase in the Lender's cost of funds), the interest rate shall be indexed as per the paragraph below.
INTEREST RATE INDEX*:	The final fixed interest rate will be determined ten (10) days prior to closing. The interest rate will be indexed to the Securities Industry and Financial Markets Association Swap/Ask Index ("SIFMA Swap Ask Yield").
ESCROW ACCOUNT:	<p>If necessary, the entire amount of the financing proceeds may be deposited on the funding date into an escrow account to be administered by an independent third party acceptable to Borrower and Lender (the "Escrow Agent") under the terms of an escrow agreement. All interest earning on the escrow fund are for the benefit of the Borrower. The fees and expenses of the Escrow Agent shall be the responsibility of the Lender.</p> <p><u>Escrow Yields:</u> The Escrow Agent administers the escrow account pursuant to the prevailing escrow agreement and relevant state law. Yields on these investments vary with market conditions. These investment arrangements are made between the Borrower and the Escrow Agent. Lender is not a party to and makes no recommendations regarding these investment decisions.</p>
FEES AND EXPENSES:	Lender does not charge any documentation or closing fees. Borrower is responsible for all of its own fees and expenses associated with the financing, including any and all fees and expenses incurred or required by advisors it retains.
TAX-EXEMPT STATUS:	This proposal is based on the Borrower's obligation in the finance agreement qualifying as a tax-exempt obligation as described in Section 103 of the Internal Revenue Code of 1986, as amended. Borrower shall be required to use the Project in a manner, and do those things required, so that the interest portions of the financing payments shall not become subject to Federal income taxation.
TITLE/SECURITY:	Title to the Project and all related improvements is to be held in the name of the Borrower, with Lender retaining a first priority, perfected security interest in the Project and related improvements.
NET FINANCING:	Maintenance, insurance and taxes on the Project will be the responsibility of the Borrower.
PROJECT COMPLETION:	Lender shall not be responsible for any project cost overruns or shortfalls.

General Terms and Conditions

- This proposal is subject to credit approval.
- The interest rate indications provided herein are based upon the stated assumed transaction size. If the transaction size changes by more than 25%, DLL reserves the right to adjust the interest rates being offered.
- The interest rates, payment factors and payment amounts are subject to indexation as noted herein.
- Financing is subject to verification that all costs are eligible for inclusion in a tax exempt financing.
- If state sales tax is applicable to the sale of the Project to the Borrower, such tax is explicitly **NOT** the responsibility of Lender.
- Failure to consummate this transaction once credit approval is granted and the financing documents are drafted and delivered may result in a documentation fee being assessed to the Borrower.
- Either Lender or Borrower may terminate discussions at any time in its sole discretion.
- If made, an approval by Lender would be in a separate writing and would be subject to legal and business due diligence and credit review, with results satisfactory to Lender, in its sole discretion.
- Borrower acknowledges that the terms of the financing (if approved) may change before the parties execute final documentation.
- No financing terms will be binding on either party until definitive documentation is signed.
- This Letter is not a statement of all terms and conditions of the financing, which terms and conditions would be contained fully in final documentation and would supercede the terms of this Letter.
- This Letter is for the use of the Borrower only. No other party may derive any rights here from.
- This Letter is valid for 90 days from the date hereof and thereafter shall be deemed to be null and void.

Notwithstanding anything to the contrary, including, without limit, acceptance by Borrower, this Letter is an indication of interest regarding a possible arm's length financing transaction on the general terms and conditions outlined herein and should not be construed as a commitment to finance. The proposal contained herein consists solely of the terms under which Lender may be willing to enter into a transaction with Borrower for Lender's own account. Lender expresses no opinion and makes no representation with regard to what leasing or financing alternative is best suited for Borrower. Lender is not providing advice or recommendations with respect to the proposed transaction and has no fiduciary duty to Borrower. Borrower is encouraged to retain its own advisor.

We sincerely appreciate the opportunity to present this information.

Sincerely,

De Lage Landen Financial Services

RC12312021

- B. 5RiversOnline Student Outcomes
- VI. **New Business:**
 - A. COVID 19 Plan Review
 - B. Habitat for Humanity Field Trip
 - C. GCED Countywide Staffing 2022-23

Proposed Staffing 2022-23

District/Position	21-22 Staff	22-23 Staff	Total Change	Comments
Speech				
CF 3-21	0.4	0.4		0.4 LB (CF maintains 1.0 FTE)
Gdh	0.6	0.6		0.6 LB
KW 3-21	1.0	1.0		1.0 MO
LC 3-21	2.0	2.0		1.0 SW; 1.0 MO
RW B-21	5.8	5.8		1.0 CP; 1.0 MS; 1.0 SS; 1.0 KZ; 1.0 AW; .8 RN (RW maintains 1.0 FTE)
ZM 3-21	2.0	2.0		1.0 MC; 1.0 PL
GCED 5-21	0.4	0.4		0.2 RS**, 0.2 RN
GCED B-3	1.0	1.0		1.0 LW
Totals	13.2	13.2	0.0	
Psychology/Intervention				
CF	1.0	1.0		1.0 KK
Gdh	0.4	0.4		0.4 MH
KW	0.8	0.8		0.8 KL
LC	1.6	1.6		1.0 BL; 0.6 TBH
RW	4.4	5.0		1.0 LE; 1.0 CF; 1.0 MP; 1.0 CR; 1.0 MB
ZM	1.0	1.0		1.0 AB
GCED	1.8	1.8		0.2 KL; 1.0 TM; 0.2 MH; 0.4 TBH (Behavior Team)
Instructional Coach(es)	7.0	7.0		1.0 RBEC; 1.0 CF; 1.0 GDH; 1.0 KW; 1.0 LC*; 1.0 RW; 1.0 ZM
Totals	18.0	18.6	0.6	
Itinerants				
PHD Consultant	1.0	1.0		1.0 MC**
ASD Consultant	1.0	1.0		1.0 LP**
BCBA Behavior Intervention	0.5	0.5		0.5 SM**
Physical Therapy	2.8	2.8		1.0 TA; 1.0 JB; 0.8 GM**
Occupational Therapy	5.0	6.0		1.0 KB; 1.0 AH; 1.0 AM; 1.0 MT; 1.0 NY; 1.0 KS; 1.0 TBH
Vision/O&M	1.0	1.0		1.0 JT
Audiology	1.0	1.0		1.0 JW
Hearing	2.6	2.6		1.0 AD**; 0.6 JW
Totals	14.9	15.9	1.0	
Early Childhood Programs				
B-3 Coordinator all Districts	0.3	0.3		0.3 MMO
3-5 Coordinator RW	0.0	0.0		RW Hires 0.4
ECSE SW	1.0	1.0		1.0 MS
ECSE B-3	3.0	3.0		1.0 NM; 1.0 SS, 1.0 TBH
At Risk/ECSE Tchr(s) GCED	0.5	0.5		0.5 SB
ECSE Teacher(s) CF	1.0	1.0		1.0 SC
ECSE Teacher(s) GDH	0.5	0.5		0.5 SB
ECSE Teacher(s) KW	1.0	1.0		1.0 KG
ECSE Teacher(s) ZM	1.0	1.0		1.0 AZ
ECSE Teacher(s) RW	1.0	1.0		1.0 MC (RW maintains 6.0 on own contract)
Totals	9.3	9.3	0.0	
Social Workers				
CF	2.0	2.0		1.0 JB; 1.0 LB
Gdh	1.0	1.0		1.0 KL
RW	3.0	3.0		1.0 AN; 1.0 KT; 1.0 MP
Totals	6.0	6.0	0.0	
English Language Learners				
EL Support Staff	1.0	2.0		1.0 JYR; 1.0 TBH
EL Teacher(s)	4.0	5.0		1.0 AH; 1.0 DJ; 1.0 CO; 1.0 PP (LC maintains 1.0 & RW maintain 2.0)
Totals	5.0	7.0	2.0	
Total Staffing	66.4	70.0	3.6	
Additions				
Reductions				

Program	2021-22 Licensed Staff		2021-22 Paraprofessionals		2022-23 Licensed Staff		2022-23 Paraprofessionals	
REACH & STEP Programs								
Director	1.0	NB			1.0	NB		
Coordinator	1.0	JM			1.0	JM		
School Counselor	0.2	HR			0.2	HR		
Social Worker	4.7	SA, MDB, LG, AK, MR			4.7	SA, MDB, LG, AK, MR		
RBEC Cannon Pod	3.0	LR, SS, JS	4.0	KA, AM, IP, <i>OPEN</i>	3.0	LR, SS, JS	4.0	KA, AM, IP, <i>TBH</i>
Capacity 24								
RBEC Jordan Pod	2.0	JB, EC	5.0	MM, MS, <i>OPEN</i> , <i>OPEN</i> , <i>OPEN</i>	2.0	JB, EC	5.0	MM, MS, <i>TBH</i> , <i>TBH</i> , <i>TBH</i>
Capacity 12								
RBEC Mississippi Pod	2.0	SR, CW, <i>OPEN</i>	2.0	PV, JW, <i>OPEN</i>	2.0	SR, CW, <i>TBH</i>	2.0	PV, JW, <i>TBH</i>
Capacity 24								
RBEC Zumbro Pod	3.0	JN, RP, TP	3.0	JH, AH, <i>OPEN</i>	3.0	JN, RP, TP	3.0	JH, AH, <i>TBH</i>
Capacity 24								
RBEC STEP Program	2.0	AW, SA	1.0	TA	2.0	AW, SA	1.0	TA
Capacity 24								
Support Staff								
Reading Specialist	1.0	EG			1.0	EG		
English Language Arts	0.6	MM			0.6	MM		
Math	0.6	AW			0.6	AW		
Science	0.6	BN			0.6	BN		
Social Studies	0.6	PK			0.6	PK		
FACS	0.6	LM			0.6	LM		
Industrial Tech	0.6	KD			0.6	KD		
Music	0.4	DM			0.4	DM		
Art	0.4	KR			0.4	KR		
DAPE	1.0	BK			1.0	BK		
Practical Assessment Exploration System (PAES) Lab	1.0	LD	1.0	1 <i>OPEN</i>	1.0	LD	1.0	1 <i>TBH</i>
CTSS	1.0 2.0	QMHP MHP			1.0 2.0	QMHP MHP		
Permanent Substitutes	2.0	NG, <i>OPEN</i>	1.0	<i>OPEN</i>	2.0	NG, <i>TBH</i>	1.0	<i>TBH</i>
Totals for REACH & STEP Programs	28.3		17		28.3		17	
State Approved Alternative Programs								
Principal	0.0	NB			0.0	NB		
School Counselor	0.2	HR			0.2	HR		
Pathways Middle Level	1.0	DN			1.0	DN		
Pathways HS Level English Language Arts	0.4	MM			0.4	MM		
Pathways HS Level Math	0.4	AW			0.4	AW		
Pathways HS Level Science	0.4	BN			0.4	BN		
Pathways HS Level Social Studies	0.4	PK			0.4	PK		
Pathways HS Level FACS	0.4	LM			0.4	LM		
Pathways HS Level Industrial Tech	0.4	KD			0.4	KD		
Pathways HS Level Music	0.2	DM			0.2	DM		
Pathways HS Level Art	0.2	KR			0.2	KR		
Tower View HS English Language Arts	1.0	ST (purchase from RW)			1.0	ST (purchase from RW)		
Tower View HS Math	1.0	HE (purchase from RW)			1.0	HE (purchase from RW)		
Tower View HS Science	1.0	JN (purchase from RW)			1.0	JN (purchase from RW)		

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Tower View HS Social Studies	1.0	GG (purchase from RW)			1.0	GG (purchase from RW)		
Tower View HS WE	0.6	BS (purchase from RW)			0.6	BS (purchase from RW)		
Tower View Special Education	0.5	HM (purchase from RW)			0.5	HM (purchase from RW)		
Tower View Tutor			1.0	EC (purchase from RW)			1.0	EC (purchase from RW)
Totals for SAAPs	9.1		1		9.1		1	
5RiversOnline Learning Programs								
Principal	1.0	KC			1.0	KC		
Coordinator	0.5	CH			0.5	CH		
School Counselor	0.6	HR			0.6	HR		
Social Worker	1.0	TBH			1.0	TBH		
Elementary Special Education Teacher	1.0	AM			1.0	AM		
Secondary Special Education Teacher	1.0	SH			1.0	SH		
K-6 Teachers	4.0	JS, DS, ST, NW			4.0	JS, DS, ST, NW		
Core English Language Art	1.0	HZ			1.0	HZ		
Core Math	1.0	through overloads			1.0	MM (purchase from ZM)		
Core Science	1.0	through overloads			1.0	MS		
Core Social Studies	1.0	CR			1.0	CR		
Industrial Tech	0.2	KD through KD overload			0.2	capture through an overload		
FACS	0.4	through overloads			0.4	TBH or overloads		
PhyEd/DAPE/Health	0.4	through overloads			1.0	TBH		
Music	0.4	DM			0.4	DM		
Art	0.4	KR			0.4	KR		
Totals for 5RO	14.9		0.0		15.5		0.0	
Totals for All GCED Programs	52.3		18.0		52.9		18.0	



Model Policy Technical Revisions: Series 100-600

MSBA is in the process of deep review and revision of existing policies. In light of the number of updates, MSBA has organized these updates in four units in order of significance.

- **Chapter 260E Reorganization**
- **Series 600 updates**
- **Policy Text Updates**
- **Legal and Cross Reference Updates**

Because the revisions in each of the four units (1) reflect legal changes that the Minnesota legislature adopted; or (2) update references rather than substantive policy language, a school board may adopt the revisions in a single meeting pursuant to MSBA Model Policy 208:

If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

The final set of updates (for Series 700-900) will be available soon.

Unit 1: Chapter 260E Reorganization

The Minnesota Legislature reorganized the *Maltreatment of Minors Act* by moving it from a criminal law chapter (Ch. 626) to a public health chapter (Ch. 260E). The following MSBA model policies should be updated in a single meeting to reflect this change:

Model Policy Number	Model Policy Title
206	Public Participation
211	Criminal or Civil Action
414	Mandated Reporting of Child Neglect
423	Employee-Student Relations
519	Interviews of Students by Outside Agencies
532	Use of Peace Officers and Crisis Teams

Unit 2: Series 600 Updates

Because MSBA Model Policies Series 600 focuses upon students, we combine the policy updates in one unit:

Model Policy Number	Model Policy Title	Notes
603	Curriculum Development	Update References
604	Instructional Curriculum	Update References
605	Alternative Programs	Update Text
606	Textbooks and Instructional Materials	Update References
607	Organization of Grade Levels	Update References
608	Instructional Services; Special Education	Update Text
609	Religion	Update Text
611	Home Schooling	Update References
613	Graduation Requirements	Update References
614	School District Testing Plan and Procedures	Update References
615	Testing Accommodations	Update References
616	School District System Accountability	Update Text and References
623	Mandatory Summer School Instruction	Update References

The green policies do not involve substantive changes to the policy; the revisions can be adopted in a single meeting.

The yellow policies involve legislative legal updates over which school boards have no control. They may be adopted in a single meeting.

Unit 3: Policy Text Updates

This set of revisions cleans up and clarifies existing policies. These changes are not substantive and can be adopted in a single meeting.

Model Policy Number	Model Policy Title	Note
204	School Board Meeting Minutes	Update text to mirror statute
205	Open Meetings and Closed Meetings	Update titles/text to mirror statutes
208	Development of Policies	Clarify existing text
305	Policy Implementation	Add 'procedures' to text
422	Policies Incorporated by Reference	Delete unneeded cross references
427	Workload Limits	Update text
504	Student Dress and Appearance	Replace <i>i.e.</i> with <i>e.g.</i>
521	Student Disability Nondiscrimination	Update text and legal reference
523	Policies Incorporated by Reference	Delete unneeded cross references

Unit 4: Legal and Cross Reference Updates



MSBA has discontinued its *Service Manual* (individual Law Bulletins continue to be available). These updates address this change and update other references. These can be adopted in a single meeting.

Model Policy Number	Model Policy Title	Note
101	Legal Status of School District	Delete Service Manual Reference
103	Complaints	Delete Service Manual Reference
203.5	School Board Meeting Agenda	Add Advisory Opinion Reference
207	Public Hearings	Update Statutory Reference
210	Conflict of Interest	Delete Service Manual Reference
301	School District Administration	Delete Service Manual Reference
302	Superintendent	Delete Service Manual Reference
303	Superintendent Selection	Delete Service Manual Reference
304	Superintendent Contract	Delete Service Manual Reference
401	Equal Employment Opportunity	Update Statutory Reference
402	Disability Nondiscrimination	Update References
403	Discipline, Suspension	Delete Service Manual; Update Reference
408	Subpoena of District Employee	Delete Service Manual Reference
419	Tobacco-Free Environment	Delete Service Manual; Update Reference
514	Bullying Prohibition Policy	Update Policy 522 Cross Reference Title
516	Student Medication	Fix Numerical Order of Legal References
520	Student Surveys	Update Policy 522 Cross Reference Title

Instructions to access the Policy Manual online

1. Please visit www.mnmsba.org.
2. Go to the Resources tab and select Policies
3. Log into the Members area (access is limited to Policy Services subscribers)



Access the MSBA/MASA Policy Reference Manual

Within the Policy Reference Manual, you may access, download, and search all of the policies. To download the entire Policy Reference Manual at once, click on the link labeled “Download the Entire Manual” and follow the dialog boxes that appear. A separate link for “Revision History” is also available to review or download redlined versions of the revisions and access a list of revised policies.

If you would prefer to receive the revised policies on CD or paper, please contact the MSBA office. Additional charges apply. These items are available to Policy Services subscribers only.

If you have questions about Policy Services, how to navigate the online Policy Reference Manual, or the content of the model policies, please contact Terry Morrow at (507) 934-8126 or (800) 324-4459 or by email at tmorrow@mnmsba.org



its control for public purposes, subject to the limitations provided by law.

- 3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

101 LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

A. Funds

- 1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.
- 2. The school district has wide discretion over the expenditure of funds under

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shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

- 1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
- 2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Legal References: Minn. Const. art. 13, § 1
Minn. Stat. Ch. 123B (School Districts, Powers and Duties)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. § 465.035 (Conveyance or Lease of Land)
Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (Rights, Powers, Duties of Political Subdivisions)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of School Board)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 705 (Investments)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)
MSBA/MASA Model Policy 801 (Equal Access to School Facilities)
MSBA Service Manual, Chapter 3, Employee Negotiations
MSBA Service Manual, Chapter 13, School Law Bulletin "F" (Contract and Bidding Procedures)

B. Raising Funds

- 1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
- 2. The school district may issue bonds in accordance with the provisions of Minn. Stat. Ch. 475, or other applicable law.
- 3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

- 1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
- 2. The school district shall manage its property in a manner consistent with the educational functions of the district.
- 3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
- 4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

D. Contracts

- 1. The school district is empowered to enter into contracts in the manner provided by law.
- 2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.
- 3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.
- 4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives,

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103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees, or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent, who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
 MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 MSBA/MASA Model Policy 413 (Harassment and Violence)
 MSBA/MASA Model Policy 514 (Bullying Prohibition)
 MSBA ~~Service Manual, Chapter 13~~, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: _____ MSBA/MASA Model Policy 203.5
 Orig. 1997
 Revised: _____ Rev. 2022/12

203.5 SCHOOL BOARD MEETING AGENDA

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. PROCEDURES

- A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.
- B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.

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

- C. The tentative agenda and supporting documents shall be sent to the school board members _____ () days prior to the scheduled school board meeting.
- D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.
- E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all

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members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
 Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)
 Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
 Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
 Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

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

Adopted: _____ MSBA/MASA Model Policy 204
 Orig. 1995
 Revised: _____ Rev. 2022/08

204 SCHOOL BOARD MEETING MINUTES

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. MAINTENANCE OF MINUTES AND RECORDS

- A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law ~~shall~~ **must** be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district ~~shall~~ **must** be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
- B. **Recordings of Closed Meetings**
 - 1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the ~~school district's expense~~ **of the school district**. Recordings of closed meetings shall be made separately from the recordings of an open meeting; to the extent such meetings are recorded, if a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
 - 2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
 - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

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

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data, etc.); and

- c. The classification of the data.

- 6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

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

Legal References: Minn. Stat. § 13D.01, Subd. 4-6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 10 (Publishing Proceedings)
Minn. Stat. § 123B.14, Subd. 7 (Record of Meetings)
Minn. Stat. § 331A.01 (Definition)
Minn. Stat. § 331A.05, Subd. 8 (Notice Regarding Published Summaries)
Minn. Stat. § 331A.08, Subd. 3 (Publication of Proceedings)
Op. Atty. Gen. 161-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d

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428 (1956)

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

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Adopted: _____ MSBA/MASA Model Policy 205
Orig. 1995
Revised: _____ Rev. 2022/2

205 OPEN MEETINGS AND CLOSED MEETINGS

[Note: The provisions of this policy accurately reflect ~~the Minnesota's~~ Open Meeting Law statute and are not discretionary in nature.]

I. PURPOSE

- A. The school board embraces ~~the philosophy of openness, accountability and transparency~~ in the conduct of its business, in the belief that openness produces better programs, more efficient ~~in~~ administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting ~~the~~ individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

- A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum ~~or more of school board members of the school board~~, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.

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IV. PROCEDURES

A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at ~~the primary~~ the school district offices. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.

b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.

c. ~~This notice shall be posted and mailed or delivered at least three days before the date of the meeting.~~—As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.

d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.

e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than ~~sixty~~ 60 days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

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3. Emergency Meetings

a. An emergency meeting is a special meeting called because of circumstances that, in the school board's judgment of the school board, require immediate consideration.

[Note: While the statute leaves the question to the board of whether the circumstances require immediate consideration at an emergency meeting, the advisory opinions of the Minnesota Commissioner of Administration would limit such meetings to responding to natural disasters or health epidemics caused by an event such as an accident or terrorist attack.]

b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.

d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.

e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.

f. Notice shall include the subject of the meeting.

g. Posted or published notice of an emergency meeting shall not be required.

h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

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5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least ~~twenty-four~~ (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Health Meetings during Pandemic or Declared Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or ~~other~~ electronic/interactive technology means in compliance with Minn. Stat. § 13D.021.

8. Meetings Conducted by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minn. Stat. § 13D.02.

B. Votes

The votes of school board members shall be recorded in a journal or minutes kept for that purpose, and ~~(the journal or any minutes used to record votes of a meeting shall be available must be open to the public during all normal business hours at the school district's administrative offices of the school district.~~

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.

2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Open Meetings and Data Data

1. Meetings may not be closed ~~merely because the to discuss data to be that discussed~~ are not public data, except as provided under Minnesota law.

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2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA).

b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessions, meetings, and hearings between the school board and its employees or their respective representatives are public meetings. ~~These Mediation meetings~~ may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Allegations or Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the

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expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Privilege Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, for example, i.e.; regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

- a. A hearing on ~~the~~ dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.
- b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent, or guardian requests an open hearing.
- c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches: Opportunity to Respond

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- a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within fourteen (14) days of that decision.
- b. If the coach requests the reasons for the nonrenewal, the school board must give the coach ~~the~~ reasons in writing within ten (10) days of receiving the request. The existence of parent complaints must not be the sole reason for the school board not to renew a coaching contract.
- c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.
- d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.
- e. A ~~closed~~-meeting closed for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

~~a.~~ Any portion of a meeting must be closed if the following types of data are discussed:

- ~~a.~~ (1) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;
- ~~b.~~ (2) active investigative data collected or created by a law enforcement agency;
- ~~c.~~ (3) educational data, health data, medical data, welfare data, or mental health data that are not public data; or
- ~~d.~~ (4) an individual's personal medical records.

~~b.~~ A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

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- a. The school board may close a meeting:
 - (1) to determine the asking price for real or personal property to be sold by the school district;
 - (2) to review confidential or nonpublic appraisal data; and
 - (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.
- b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.
- c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.
- d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

- a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.
- b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.
- c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.
- d. The closed meeting must be tape recorded at the expense of the

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school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures)
Student Dismissal Hearings
Minn. Stat. § 122A.33, Subd. 3 (Coaches: Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainard Daily Dispatch v. Deben, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*, (Minn. 1993)
Dept. of Admin. Advisory Op. No. 21-003 (April 19, 2021)
Dept. of Admin. Advisory Op. No. 21-002 (January 13, 2021)
Dept. of Admin. Advisory Op. No. 19-012 (October 24, 2019)
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)
Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)

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Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References:

MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA [Service Manual Chapter 13, School Law Bulletin "C"](#) (Minnesota's Open Meeting Law)

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awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- C. Personnel data on current and former applicants for employment that is "public" includes:
Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.
- D. "Educational data" means data maintained by the school district which relates to a student.
- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.
- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
 2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
 3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage discussion by persons of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:
Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and

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- 4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.
- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
 2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
 3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. [Ch. 260E § 626-556](#) (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

VI. PROCEDURES

- A. Agenda Items
 1. Persons who wish to have a subject discussed at a public school board meeting are encouraged to notify the superintendent's office in advance of the school 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.
 2. Persons who wish to address the school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.
 3. The school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
 4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
 5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with

governing law.

- 6. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
- 7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
- 8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

B. Complaints

- 1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
- 2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
- 3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
- 4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

C. Open Forum

The school board shall normally provide a specified period of time when persons may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

D. No Board Action at Same Meeting

Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.

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VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 13.43 (Personnel Data)
 Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
 Minn. Stat. § 13D.05 (~~Meetings Having Data Classified as Public~~; Open Meeting Law)
 Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting)
 Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)
 Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination; Hearing Procedures; Teacher Discharge Hearing)
 Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
 Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts; Employees; Contracts for Services)
 Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. ~~Ch. 260E § 624-656~~ (Reporting of Maltreatment of Minors)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References:

MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
 MSBA/MASA Model Policy 207 (Public Hearings)
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA ~~Service Manual, Chapter 13~~; School Law Bulletin "C" (Minnesota's Open Meeting Law)
 MSBA ~~Service Manual, Chapter 13~~; School Law Bulletin "I" (School Records - Privacy - Access to Data)

206-5

Adopted: _____

MSBA/MASA Model Policy 207
Orig. 1995
Rev. 2022~~09~~

Revised: _____

207 PUBLIC HEARINGS

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board during a public hearing. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

~~In order for~~ for the school board to efficiently receive public input on matters properly before the school board, the school board establishes the procedures set forth in this policy are established ~~by the school board~~.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law ~~to be held~~ concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the school board's discretion ~~of the school board~~.

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to ~~the~~ commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the school board's discretion ~~of the school board~~.

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- 1. **Format of Request:** If required by the school board, a written request of an individual or a group to address the school board shall contain the name and address of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.
- 2. **Time Limitation:** The school board retains the discretion to limit the time for each presentation as needs dictate.
- 3. **Groups:** The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. ~~In the event that IF~~ the school board requires ~~the~~ designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as the school board otherwise determined ~~by the school board~~.
- 4. **Privilege to Speak:** A school board member should direct ~~any~~ remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
- 5. **Personal Attacks:** Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
- 6. **Limitations on Participation:** Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary ~~in order~~ to provide an orderly, efficient, and fair opportunity ~~for those present~~ to be heard.

Legal References:

Minn. Stat. § 123A.15 (Establishing Education Districts-Establishment)
 Minn. Stat. § 123A.30 (Agreements for Secondary Education)
 Minn. Stat. § 123B.51 (School Closings)

Cross References:

MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

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208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy ~~with the force and effect of law~~ for the school district ~~with the force and effect of law~~. School board ~~district~~ policy provides the ~~school board's~~ general direction ~~for the school district as to what the school board wishes to accomplish~~ while delegating ~~implementation of~~ policy ~~implementation~~ to the administration.

B. The school ~~district's board's~~ ~~written~~ policies provide guidelines and goals to the school community. The policies ~~shall bear~~ the basis for ~~the formulation of~~ guidelines and directives ~~created~~ by the administration. The school board shall determine the effectiveness of ~~the~~ policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings. ~~prior to final school board action.~~

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

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

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

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a ~~subsequent~~ meeting after the ~~two~~ meetings at which public input was received. The policy will be effective on the ~~later~~ of the date of passage or the date stated in the motion.

C. ~~In the case of~~ an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board ~~in a single meeting~~. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The ~~emergency~~ policy ~~adopted in an emergency~~ shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency ~~situation~~.

D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

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

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

B. Each school board member shall have access to ~~school district this~~ policies, ~~y manual, and a~~ ~~A~~ copy of the school district policies shall be placed in the office of each school attendance center ~~and~~ ~~Manuals shall be available~~ in the central school district office and ~~shall be made~~ available for reference purposes to other interested persons.

C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy ~~manuals~~ current.

D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition Policy; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; 616 School District System Accountability; and 806 Crisis Management Policy.

210 CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS

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

I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS

A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.

B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:

1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minn. Stat. Ch. 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the ~~school board~~ minutes ~~of the school board~~. Disclosure ~~must~~ ~~shall~~ be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and ~~must need~~ only be made once;

2. The designation of an official newspaper, or publication of official matters

therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;

- 3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;
- 4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:
 - a. The school board ~~must~~ shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.
 - b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.
 - c. Before a claim is paid, the interested school board member shall ~~must~~ file with the clerk of the school board an affidavit stating:
 - (1) The name of the school board member and the office held;
 - (2) An itemization of the goods or services furnished;
 - (3) The contract price;
 - (4) The reasonable value;
 - (5) The interest of the school board member in the contract; and
 - (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.
- 5. A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract. (*Note: This section applies only when the school district has a population of 1,000 or less according to the last federal census.*)
- 6. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.

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VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

- Legal References:** Minn. Stat. § 122A.40, Subd. 3 (Teacher Hiring, Dismissal)
 Minn. Stat. § 123B.195 (Board Member's Right to Employment)
 Minn. Stat. § 471.87 (Public Officers; Interest in Contract; Penalty)
 Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)
 Minn. Stat. § 471.89 (Contract, When Void)
 Op. Atty. Gen. 437-A-4, March 15, 1935
 Op. Atty. Gen. 90-C-5, July 30, 1940
 Op. Atty. Gen. 90-A, August 14, 1957

- Cross References:** MSBA/MASA Model Policy 101 (Legal Status of the School Board)
 MSBA/MASA Model Policy 209 (Code of Ethics)
 MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

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C. In the following circumstances, the school board may as an exception, by majority vote at a meeting ~~where-at which~~ all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee ~~where-only if~~ there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed \$8,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting ~~where-at which~~ all school board members are present, that employment ~~must-be~~ immediately terminated and that school board member ~~will-have~~ has no further rights to employment while serving as a school board member in the school district.

D. The school board may contract with a class of school district employees, such as teachers or custodians, ~~where-when~~ the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. ~~In-order-for-For~~ the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting ~~where-in which~~ the contract is approved.

IV. LIMITATIONS ON RELATED EMPLOYEES

- A. The school board ~~can-must~~ hire or dismiss teachers only at duly called meetings. ~~Where-When~~ a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.
- B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

V. CONFLICTS PRIOR TO TAKING OFFICE

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

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Adopted: _____ MSBA/MASA Model Policy 211
Orig. 1995
Revised: _____ Rev. 2022/06

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance ~~about-as-to~~ the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee, or student.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.
- B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.
- C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

III. CIVIL ACTIONS

- A. Pursuant to Minnesota Statutes section ~~§466.07, s~~Subd. 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee ~~he-or-she~~ was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.
- B. Pursuant to Minnesota Statutes Section §123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district ~~shall-must~~ provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

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C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13; and to the Family Educational Rights and Privacy Act, 20 United States Code § 1232g, and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, he or she is to inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official who is designated as the responsible authority for the collection, use, and dissemination of data.

D. Service of Subpoenas

The policy of the school district is that its School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. **CRIMINAL CHARGES OR CONDUCT**

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.
2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.
3. Pursuant to Minnesota Statutes, section 123B.02, Subd. 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision as to whether to reimburse shall be made in the school board's discretion of the school board. A school board member who is a witness or an alleged

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victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. In order to further to promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless there are extenuating circumstances exist, or the matter being investigated is school-related, or as otherwise provided by law.
2. If such questioning at school is unavoidable, the school district will attempt to maintain confidentiality; to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section § 260E.22 626.556, Subd. 14), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) and 20 United States Code section § 1232g (FERPA).

V. **STATEMENTS WHEN LITIGATION IS PENDING**

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

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- Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel; Reimbursement)
- Minn. Stat. § 123B.25(9) (Legal Actions Against Districts and Teachers)
- Minn. Stat. § 260E.22 (Interviews)
- Minn. Stat. § 466.07, Subd. 1 (Indemnification)
- 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
- 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
- Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)
- Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)
- Dyress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
- Wood v. Strickland, 420 U.S. 308, 95 S.Ct. 992, 43 L.Ed.2d 214 (1975)

Cross References: MSB/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSB/MASA Model Policy 406 (Public and Private Personnel Data)
MSB/MASA Model Policy 408 (Subpoena of a School District Employee)
MSB/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSB/MASA Model Policy 506 (Student Discipline)
MSB/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

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Adopted: _____ MSB/MASA Model Policy 301
Orig. 1995
Revised: _____ Rev. 2022H

301 SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

Cross References: None MSBA Service Manual, Chapter 3, Superintendent of Schools

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Adopted: _____

MSBA/MASA Model Policy 302

Orig. 1995

Rev. 2022~~11~~

Revised: _____

302 SUPERINTENDENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. GENERAL RESPONSIBILITIES

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

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

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)
 MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
 MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
 MSBA/MASA Model Policy 301 (School District Administration)
 MSBA/MASA Model Policy 303 (Superintendent Selection)
 MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)
 MSBA/MASA Model Policy 305 (Policy Implementation)
 MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

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

Adopted: _____

MSBA/MASA Model Policy 303

Orig. 1995

Rev. 2022~~16~~

Revised: _____

303 SUPERINTENDENT SELECTION

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school district and to conduct the daily operations of the school district.

III. QUALIFICATIONS

- A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.
- B. The school board will consider professional preparation, experience, skill, and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

- A. A process for recruitment, screening, and interviewing of candidates shall be developed by the school board.
- B. The school board may contract for assistance in the search for a superintendent.
- C. The school board shall provide the contract for the superintendent and specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Rules, Chapter 3512

Cross References: MSBA Service Manual, Chapter 3, SuperintendentNone

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Adopted: _____

MSBA/MASA Model Policy 304

Orig. 1995

Rev. 2022~~1999~~

Revised: _____

304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description, and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.
- C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

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

Cross References: ~~None MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)~~

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Adopted: _____

MSBA/MASA Model Policy 305
Orig. 1995
Rev. 2022/1999

Revised: _____

305 POLICY IMPLEMENTATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
 38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
 42 U.S.C. § 2000e *et seq.* (Equal Employment Opportunities, Title VII of the Civil Rights Act)
 42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 405 (Veteran's Preference)
MSBA/MASA Model Policy 413 (Harassment and Violence)

Adopted: _____

MSBA/MASA Model Policy 401
Orig. 1995
Rev. 2022/17

Revised: _____

401 EQUAL EMPLOYMENT OPPORTUNITY

[Note: School districts are not required by statute to have a policy addressing these issues. However, the Equal Employment Opportunity Commission strongly encourages the adoption of a policy and will look for such a policy during accreditation visits, audits, or investigations.]

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and for all school district employees.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

[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.]

- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment, including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. Every school district employee shall be responsible for following this policy.
- E. Any person having a question regarding this policy should discuss it with _____ (specify, e.g., the Personnel Manager).

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)

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Adopted: _____

MSBA/MASA Model Policy 402
Orig. 1995
Rev. 2015/2022

Revised: _____

402 DISABILITY NONDISCRIMINATION POLICY

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

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact _____ (list the name, title, office address, telephone number, and e-mail address). This individual is the school district's appointed ADA/Section 504 coordinator.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973, § 504)
42 U.S.C., ~~Ch. 126~~ § 1211201 (Americans with Disabilities Act)
29 C.F.R. Part 32
~~34 C.F.R. Part 35~~
34 C.F.R. Part 104

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403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve ~~the~~ effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state, and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and

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encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

- A. The forms of discipline that may be imposed by the school district include, but are not limited to:

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1. oral warning;
2. written warning or reprimand;
3. probation;
4. disciplinary suspension, demotion or leave of absence with pay;
5. disciplinary suspension, demotion or leave of absence without pay; and
6. dismissal/termination or discharge from employment.

B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

- A. ~~In an instance where~~ When any form of discipline is imposed, the employee's supervisor will:

1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time, and nature of the oral warning.
2. Provide directives to the employee to correct the conduct or performance.
3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
5. Specify the expected level of performance or modification of conduct to be required from the employee.

B. The school district retains the right to immediately discipline, terminate, or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements ~~where~~ when applicable.

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Cross References: [None MSBA Service Manual, Chapter 3, Employees](#)

408 SUBPOENA OF A SCHOOL DISTRICT EMPLOYEE

I. PURPOSE

The purpose of this policy is to protect the privacy rights of school district employees and students under both state and federal law when requested to testify or provide educational records for a judicial or administrative proceeding.

II. GENERAL STATEMENT OF POLICY

This policy is to provide guidance and direction for school district employees who may be subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding.

III. DATA CLASSIFICATION

A. Educational Data

1. State Law

The Minnesota Government Data Practices Act (MGDPA), Minnesota Statutes, ~~Ch~~chapter 13, classifies all educational data, except for directory information as designated by the school district, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data or a parent if the subject of the data is a minor.**

2. Federal Law

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the school district must first make a reasonable effort to notify the parent of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

B. Personnel Data

The MGDPA, Minn. Stat. Ch. 13, also classifies all personnel data, except for

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certain data specifically classified as public, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data.**

IV. APPLICATION AND PROCEDURES

- A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the superintendent that the employee has received a subpoena.
- B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the school district official who is designated as the authority responsible for the collection, use and dissemination of data.
- C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be determined in accordance with the applicable school board policies and collective bargaining agreements.
- D. The administration shall not release any information except in strict compliance with state and federal law and this policy. Recognizing that an unauthorized release may expose the school district or its employees to civil or criminal penalties or loss of employment, the administration shall confer with school district legal counsel prior to release of such data.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Rules 1205.0100, Subp. 5 (Minnesota Rules Regarding Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA [Service Manual, Chapter 13, School Law Bulletin "I"](#) (School Records – Privacy – Access to Data)

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. ~~Ch. 260E§ 62B-62E~~ requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event ~~which~~:
 1. is not likely to occur and could not have been prevented by exercise of due care; and
 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C ([Juvenile Safety and Placement Child Protections](#)) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.

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D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, maltreated, or has been neglected or physically or sexually abused, maltreated within the preceding three years.

E. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

FE. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical care, or other care required for the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive that has been diagnosed by a physician and is due to parental neglect;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's his or her own basic needs or safety, or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or

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8. emotional harm from a pattern of behavior which that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care, does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

GF. "Nonmaltreatment mistake" means occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

II. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

JG. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

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Actions which that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which that were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

JH. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse or maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, neglect or abuse, if known.

KI. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

LA. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which that requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.

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Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.

K. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

L. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm; or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the information neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.

B. If the immediate report has been made orally, an oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing, assisting or investigating maltreatment report. Any written report shall be of sufficient content to identify the child, any person believed to be responsible for the abuse or neglect or maltreatment of the child if the person is known, the nature and extent of the abuse or neglect or maltreatment, and the name and address of the reporter.

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

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school 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 school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school 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.

[Note: The following language is not required by law, but is recommended by MSBA for inclusion in this policy.]

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synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.²²

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

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

[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal

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- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. DEFINITIONS

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

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law, and school district policies.

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

VII. DISSEMINATION OF POLICY

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

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children/Persons Under Age 21)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

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

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422 POLICIES INCORPORATED BY REFERENCE**PURPOSE**

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. ~~In order to~~ To avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies ~~which that~~ also apply to employees:

Model Policy 102	Equal Educational Opportunity
Model Policy 103	Complaints – Students, Employees, Parents, Other Persons
Model Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Model Policy 305	Policy Implementation
Model Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 522	Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 535	Service Animals in Schools
Model Policy 610	Field Trips
Model Policy 710	Extracurricular Transportation
Model Policy 711	Video Recording on School Buses
Model Policy 712	Video Surveillance Other Than on Buses
Model Policy 802	Disposition of Obsolete Equipment and Material

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

Legal References: None

Cross References: None

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student take place in rooms with windows and/or others nearby.]

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting to Professional Educator Licensing and Standards Board or Board of School Administrators)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)
Minn. Stat. §§ 609.341-609.352 (Defining "intimate parts" and "position of authority" as well as detailing various sex offenses)
Minn. Stat. ~~Ch. 260E § 626.556~~ (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)

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423 EMPLOYEE-STUDENT RELATIONSHIPS**I. PURPOSE**

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
1. Dating students.
 2. Having any interaction/activity of a sexual nature with a student.
 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a

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MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

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427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

[Note: School districts are required by Minnesota Rule 3525.2340, Subpart 4.B., to have a policy for determining the workload limits of special education staff who provide services to students who receive direct special education services 60 percent or less of the instructional day.]

[Note: Minn. Stat. §Minnesota Statutes section 179A.07, Subd. 1, of the Public Employment Labor Relations Act (PELRA) provides that a public employer is not required to meet and negotiate on matters of inherent managerial policy. Matters of inherent managerial policy include, but are not limited to, the organizational structure, selection of personnel, and direction and number of personnel. MSBA's position is that this policy is not a mandatory subject of bargaining. School districts, therefore, are cautioned to not relinquish their inherent managerial right to determine workload limits for special education teachers.]

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff, Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

B. Direct Services

"Direct services" means special education services provided by a special education teacher or a related service professional when the services are related to instruction, including cooperative teaching.

C. Indirect Services

"Indirect services" means special education services provided by a special education teacher or a related service professional which include ongoing progress

reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities the pupil to monitor and observe.

D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

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

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

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

1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
5. Any apparel or footwear that would damage school property.

D. Headgear, including hats or head coverings, are not allowed in the building except

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

E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.

F. "Gang," as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References: U. S. Const., amend. 1
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)

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

514 BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

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 school 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 school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school 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 school 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 school premises, on school district property, at school functions or activities, or on school 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 school 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 school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school 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

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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 school district’s policies and procedures, including the school district’s discipline policy (See MSBA/MASA Model Policy 506). The school 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 school 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 school 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 school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school 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 school functions or activities or receive school 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 school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school 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 school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-

sponsored activities, events, or trips. School 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 school 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 school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school 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 school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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 school 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, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might

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policy. School 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 school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the 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 school 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 school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school 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 school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school 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

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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. School 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 school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school 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 school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited 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

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materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with ~~Minn. Stat. §~~Minnesota Statutes section 122A.60, to build the skills of all school 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 school district annually will provide education and information to students regarding bullying, including information regarding this school 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 school 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:

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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 school 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 school 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 school 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 school 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 school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school 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

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Nondiscrimination Policy Student Sex-Nondiscrimination
 MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
 MSBA/MASA Model Policy 525 (Violence Prevention)
 MSBA/MASA Model Policy 526 (Hazing Prohibition)
 MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
 MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
 MSBA/MASA Model Policy 711 (Video Recording on School Buses)
 MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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 school district's or a school's website.
- F. The school 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 school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
 Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.69 (Hazing Policy)
 Minn. Stat. Ch. 124E (Charter School)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
 34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 MSBA/MASA Model Policy 413 (Harassment and Violence)
 MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
 MSBA/MASA Model Policy 423 (Employee-Student Relationships)
 MSBA/MASA Model Policy 501 (School Weapons Policy)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 507 (Corporal Punishment)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
 MSBA/MASA Model Policy 522 ([Title IX Sex](#))

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Adopted: _____ MSBA/MASA Model Policy 516
 Orig. 1995
 Revised: _____ Rev. 2022

516 STUDENT MEDICATION

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENTS

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

if needed, prior to administration of the substance.

- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under ~~Minn. Stat. §~~[Minnesota Statutes section 121A.21](#)). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.
- K. Specific Exceptions:
 - 1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;

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are not governed by this policy.

[Note: The provisions of paragraph 6 are optional and the school board may choose to include or exclude any of the provisions specified.]

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

[Note: School districts should consult with licensed medical and nursing personnel to address whether nonprescription medications will be allowed at elementary schools and whether and under what conditions school personnel will participate in storing or administering nonprescription medications.]

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

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

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

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

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

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

- 6. Medications:
 - a. that are used off school grounds;
 - b. that are used in connection with athletics or extracurricular activities; or
 - c. that are used in connection with activities that occur before or after the regular school day

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

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

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

N. Procedure regarding unclaimed drugs or medications.

- 1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.
- 2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes [section](#) 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
- 3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes [section](#) 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

Legal References: Minn. Stat. § 13.32 (Student Health Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
[Minn. Stat. § 121A.2205 \(Possession and Use of Epinephrine Auto-](#)

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Injectors; Model Policy)

- Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
- Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
- Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
- ~~Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)~~
- ~~Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)~~
- Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
- Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
- Minn. Stat. § 152.01 (Definitions)
- ~~Minn. Stat. § 151.212 (Label of Prescription Drug Containers)~~
- Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
- Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
- 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
- 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Adopted: _____

MSBA/MASA Model Policy 519

Revised: _____

Orig. 1995
Rev. 202202

519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, Minn. Stat. § 626.556, Subd. 10, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minn. Stat. § 626.556, Subd. 10 (c) Minnesota Statutes Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.
- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed,

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the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local-social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. ~~Ch. 260E (Reporting of Maltreatment of Minors) § 626.556, Subd. 10(c) and (d) (Duties of Local Welfare Agency and Local Law Enforcement Agency Upon Receipt of a Report)~~

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: _____

MSBA/MASA Model Policy 520

Revised: _____

Orig. 1995
Rev. 202246

520 STUDENT SURVEYS

[Note: School districts are required by statute to have a policy addressing student surveys.]

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code section U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally

identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 United States Code section U.S.C. §-1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations C.F.R. Part 99.

- E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

- 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 the parents or guardians of the 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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information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

- (1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.
- (2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:
 - (a) college or other post-secondary education recruitment or military;
 - (b) book clubs, magazines, and programs providing access to low cost literary products;
 - (c) curriculum and instructional materials used by elementary and secondary schools;
 - (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;
 - (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
 - (f) student recognition programs.
- (3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such

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- C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

- 1. The following policies are to be adopted in consultation with parents:
 - a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.
 - b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.
 - c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.
 - d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).
 - e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that

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an instrument within a reasonable period of time after the request is received.

- 2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.
 - a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.
 - b. The notice will provide parents with an opportunity to opt out of participation in the following activities:
 - (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 Section IV.B., above.
 - (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
 - c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.
 - d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

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V. NOTICE

- A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.
- C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 20 U.S.C. § 1232h (Protection of Pupil Rights)
 34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, ~~122 S.Ct. 2268~~, ~~153 L.Ed. 2d 309~~ (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
 MSBA/MASA Model Policy 522 (~~Student Sex Nondiscrimination Title IX Sex Nondiscrimination, Grievance Procedure and Process~~)

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Legal References: ~~Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)~~
~~42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)~~
 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
 34 C.F.R. Part 104 (Section 504 Implementing Regulations)

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

Adopted: _____

MSBA/MASA Model Policy 521

Orig. 1995

Rev. 2022/3

Revised: _____

521 STUDENT DISABILITY NONDISCRIMINATION

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

I. PURPOSE

The purpose of this policy is to protect ~~disabled~~—students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. ~~Disabled-s~~ Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person’s major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact _____ (title, name, office address, and telephone number). This person is the school district’s Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

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Adopted: _____

MSBA/MASA Model Policy 523

Orig. 1995

Rev. 2022/0

Revised: _____

523 POLICIES INCORPORATED BY REFERENCE

PURPOSE

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

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

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

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Legal References: None

Cross References: None

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

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

[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of "conditional procedures" with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, ~~Minn-Stat- Minnesota Statutes sections §§ 121A.66, 121A.67, Subd. 1, as well as Minnesota- Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules were replaced, effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the restrictive procedures law contains a significant staff training component, found at ~~Minn-Stat- Minnesota Statutes section 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.~~~~

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

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III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's

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behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school

district, whether or not members of a crisis team, 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.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minnesota Statutes section Minn-Stat- § 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child’s senses as punishment;
4. Denying or restricting a child’s access to equipment and devices such as walkers, wheel–chairs, hearing aids, and communication boards that facilitate the child’s functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter Minn-Stat- 260E, § 626.556;
6. Physical holding (as defined in Minnesota Statutes section Minn-Stat- § 125A.0941) 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;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student’s parent or guardian of the student’s removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student’s IEP or IIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student’s conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student’s IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student’s removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn-Stat- § Minnesota Statutes section 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. 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. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References:

- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. § 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
- Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
- Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
- Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
- Minn. Stat. § 609.06 (Authorized Use of Force)
- Minn. Stat. § 609.379 (Permitted Actions)
- 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
- 20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))

34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

Cross References:

- MSBA/MASA Model Policy 506 (Student Discipline)
- MSBA/MASA Model Policy 507 (Corporal Punishment)
- MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
- MSBA/MASA Model Policy 525 (Violence Prevention)
- MSBA/MASA Model Policy 806 (Crisis Management Policy)

Adopted: _____

MSBA/MASA Model Policy 603

Revised: _____

Orig. 1995

Rev. 2022/19

603 CURRICULUM DEVELOPMENT

[Note: Minn-Stat- § Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minn-Stat- § Minnesota Statutes section 120B.11.]

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district’s curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 2. Identify minimum objectives for each course and at each elementary grade

level.

- 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 - 4. Provide a program for ongoing monitoring of student progress.
 - 5. Provide for specific, particular, and special needs of all members of the student community.
 - 6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
 - 7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 - 8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See ~~Minn. Stat. § Minnesota Statutes section~~ 120B.12, Subd. 2.
 - E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of ~~Minn. Stat. § Minnesota Statutes section~~ 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
 - F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
 - G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently ~~n~~No Later than the End of Grade 3)

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Adopted: _____
Revised: _____

MSBA/MASA Model Policy 604
Orig. 1995
Rev. 2022/7

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
 - 1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
 - 2. Mathematics and science;
 - 3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.1.);
 - 4. Health and physical education;
- [Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]*
- 5. The arts;
 - 6. Career and technical education; and
 - 7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § Minnesota Statutes section 120B.022, Subd. 1.]

- B. The basic instructional program shall include all courses required for each grade

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Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts ~~3501.0800-3501.0815~~ 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
~~MSBA/MASA Model Policy 617 (School District Assurance of Preparatory and High School Standards)~~
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

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level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum, ~~for all students in that grade beginning in the 2014-2015 school year and later.~~
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day

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the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

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federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

2. ~~A school or district.~~ The school district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
3. ~~A school or district.~~ The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.
4. ~~Schools and~~ The school districts may administer civics test questions as part of the social studies curriculum.
5. ~~A~~The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; ~~Involuntary Career Tracking Prohibited~~)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section 11.H, beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.

1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States eCitizenship and iImmigration sServices officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by

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Adopted: _____ MSBA/MASA Model Policy 605
Orig. 1999
Revised: _____ Rev. 2022/4/999

605 ALTERNATIVE PROGRAMS EDUCATIONAL SERVICES

I. PURPOSE

The purpose of this policy is to recognize the need for alternative educational programs services for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative program options educational services for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board district that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

~~A. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.~~

~~B. It shall be the responsibility of the superintendent to identify alternative program educational opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs educational services. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational programs services to the school board.~~

~~B.C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.~~

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)

Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

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patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum Knowledge and Skills)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

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Adopted: _____

MSBA/MASA Model Policy 606

Orig. 1995

Rev. 2022/05

Revised: _____

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials ~~which that:~~
 1. support the goals and objectives of the education programs;
 2. consider the needs, age, and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget;
 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and

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Minn. Stat. § 124D.59-124D.61 (~~Limited English Proficiency Education for English Learners Act~~)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

~~Hazelwood Sch. Dist. v. Kuhlmeier~~, 484 U.S. 260, ~~108 S.Ct. 562, 98 L.Ed.2d 592~~ (1988)

~~Pratt v. Independent Sch. Dist. No. 831~~, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

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607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as recognized in ~~Minn-Stat-§~~ Minnesota Statutes section 120A.05, as follows:

[Note: Each school district should identify within the groupings as defined in ~~Minn-Stat-§~~ Minnesota Statutes section 120A.05, how grade levels shall be organized within the school district from the options listed below:

- Elementary: Grades prekindergarten through 6
- Middle: Minimum of two consecutive grades above 4th but below 10th
- Secondary: (Grades 7 through 12)
- Junior High: Grades ___ through ___
- Senior High: Grades ___ through ___
- Vocational: Grades 7 through 12]

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

III. DEFINITIONS

A. "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

B. "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

Legal References: Minn. Stat. § 120A.05, Subs. 9, 10a, 11, 13, 17 (~~Definitions--Public Schools~~)
Minn. Stat. § 120A.20, Subd. 4 (Verification of Age for Admission to Public School)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References: None

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

B. The school district shall ensure that all qualified ~~disabled~~-children with a disability are provided special education and related services ~~which-that~~ are appropriate to their educational needs.

C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Definition of Child with a Disability)
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)

609 RELIGION

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
 - 3. The activity must not foster excessive governmental relationships with religion.

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611 HOME SCHOOLING

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

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (~~Minn. Stat. § Minnesota Statutes section 120A.22~~) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (~~Minn. Stat. § 120A.22, Subd. 1~~)

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by ~~Minn. Stat. § Minnesota Statutes section 121A.15, Subs. 1, 2, 3, 4, and 12~~, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (~~Minn. Stat. § 121A.15, Subd. 8~~)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided in ~~Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540 under state law~~. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40-123B.48 state law~~ for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component

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- 4. Notwithstanding the foregoing guidelines, reasonable efforts ~~will~~ must be made to accommodate any student who wishes to be excused from ~~attendance at school for the purpose of religious instruction or a curricular activity for a religious observance, observance of religious holidays. The school district must provide annual notice to parents of this policy.~~
- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References:

U. S. Const., amend. 1
 Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)
 Minn. Stat. § 120A.35 (Absence From School for Religious Observance)
 Minn. Stat. § 121A.10 (Moment of Silence)
 Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
 Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000)
 Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, 120 S.Ct. 2706 (2000)
 Lemon v. Kurtzman, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)
 Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)
 Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
 Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
 Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
 Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
 Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
 Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)
 LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
 Minn. Op. Atty. Gen. 169-1 (Feb. 14, 1968)
 Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
 Minn. Op. Atty. Gen. 63 (1940)
 Minn. Op. Atty. Gen. 120 (1924)
 Minn. Op. Atty. Gen. 121 (1924)

Cross References:

MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

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accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by ~~Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540 under state law~~. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40-123B.48 for any of these purposes state law~~.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (~~Minn. Stat. §§ 123B.26, Subd. 1, and 123B.49, Subd. 4~~)

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[Note: The provisions of Article VIII. - Shared Time Programs do not ~~make a determination as to determining whether Shared Time Programs should be offered to any pupil. However, home-schooled children are required to be treated the same as all other nonpublic school children.~~]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

- 1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship

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arrangement as provided in Minnesota State High School League ~~Bylaw 403-00~~bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
 - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

- 1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
- 2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (~~School Boards May Require~~Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.49 (~~Coeurricular and~~Extracurricular Activities; Insurance)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (~~Textbooks, Individualized Instruction Materials, Standardized Tests~~)Nonpublic Schools)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

Adopted: _____
Revised: _____

MSBA/MASA Model Policy 613
Orig. 1997
Rev. 2022/19

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. DISTRICT ASSESSMENT COORDINATOR

(Position Title) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

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

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

and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.

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

VI. GRADUATION CREDIT REQUIREMENTS

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

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

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- 4. Minnesota Academic Standards, Social Studies K-12; and
- 5. Minnesota Academic Standards, Physical Education K-12.

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

VIII. EARLY GRADUATION

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

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

Legal References: [Minn. Stat. § 120B.018 \(Definitions\)](#)
[Minn. Stat. § 120B.02 \(Educational Expectations and Graduation Requirements for Minnesota's Students\)](#)
[Minn. Stat. § 120B.018 \(Definitions\)](#)
[Minn. Stat. § 120B.021 \(Required Academic Standards\)](#)
[Minn. Stat. § 120B.023 \(Benchmarks\)](#)
[Minn. Stat. § 120B.024 \(Graduation Requirements; Course Credits\)](#)
[Minn. Stat. § 120B.07 \(Early Graduation\)](#)
[Minn. Stat. § 120B.11 \(School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce\)](#)
[Minn. Stat. § 120B.125 \(Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans\)](#)
[Minn. Stat. § 120B.30 \(Statewide Testing and Reporting System\)](#)
[Minn. Rules Parts 3501.0640-3501.0655 \(Academic Standards for Language Arts\)](#)
[Minn. Rules Parts 3501.0700-3501.0745 \(Academic Standards for Mathematics\)](#)
[Minn. Rules Parts 3501.0820, 00-3501.0815 \(Academic Standards for the Arts\)](#)

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

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

VII. GRADUATION STANDARDS REQUIREMENTS

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

- 1. Minnesota Academic Standards, English Language Arts K-12;
- 2. Minnesota Academic Standards, Mathematics K-12;
- 3. Minnesota Academic Standards, Science K-12;

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Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

613-6

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the particular school district.]

A. Superintendent

1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]
- e. Establish a culture of academic integrity.

614-1

B. District Assessment Coordinator

1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
 - (2) Verify staff complete any and all test-specific training.

614-3

- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
- l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
- d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- f. Discuss assessment results with the district assessment coordinator and school administrators.

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- i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
- d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.

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- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.
 - a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

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- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
 - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).
 - a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
 - b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
 - c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

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2. Responsibilities on testing day(s).
 - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Responsibilities after testing.
 - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
 - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

614-6

- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
 - e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]
 - f. Report security breaches to the district assessment coordinator as soon as possible.
3. Responsibilities after testing.
 - a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
 - b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
 - c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
 - d. Return secure test materials as outlined in applicable manuals and resources.
 - e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
 - f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.

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6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.

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- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
 - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
 - a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

614-11

- (7) Record extra test materials.

b. During test.

- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
- (2) Follow all directions and scripts exactly.
- (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11) Report any possible security breaches as soon as possible.

c. After test.

- (4) Document and report any unusual circumstances to district or school assessment coordinator.

c. After the test.

- (1) Keep materials secure.
- (2) Return all materials.
- (3) Return objects and manipulatives to classroom.
- (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

614-12

- A. Test Security Procedures will be adopted by school district administration.

[Note: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference Manual.]

- B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

- C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

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- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.08200-~~3501.0815~~ (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- ~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
- 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

- Cross References:** MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

- Legal References:** Minn. Stat. § 13.34 (Examination Data)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement: Striving for the World's Best Workforce)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.36, Subd. 2 (School Accountability Adequate Yearly Progress)
~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~

614-14

615-1

Adopted: _____ MSBA/MASA Model Policy 615
 Orig. 1997
 Revised: _____ Rev. 2022/19

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

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

- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
 - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
 - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.
- b. MTAS participation decisions must not be made on the following factors:
- (1) Student's disability category;
 - (2) Placement;
 - (3) Participation in a separate, specialized curriculum;
 - (4) An expectation that the student will receive a low score on the MCA;
 - (5) Language, social, cultural, or economic differences;
 - (6) Concern for accountability calculations.
- B. Alternate ACCESS for ELs
1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
 2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

C. EL Students New to the United States

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

III. **DEFINITION OF TERMS**

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com.

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

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and ~~2020-21 17-18~~ Guidelines for Administration of Accommodations and Linguistic Supports http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guidelines%20for%20Accomm_2020-21.pdf (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

V. **RECORDS**

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

Legal References: Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement, Striving for the World's Best Workforce](#))
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 125A.08~~(a)(4)~~ (Individualized Education Programs)
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.08~~20_00-3501.0815~~ (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

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

~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
 Alternate ACCESS for ELLs Participation Guidelines, <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References:

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

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process ~~which-that~~ promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota ~~K-12~~ Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota ~~K-12~~ Academic Standards and federal law ~~will require~~ a ~~new level of~~ accountability for the school district. The school district ~~will establish~~ a system to transition to the graduation requirements of the Minnesota ~~K-12~~ Academic Standards. The school district also ~~will establish~~ a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota ~~K-12~~ Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

- 1. The school board has established school district-wide goals ~~which-that~~ provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota ~~K-12~~ Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
- 2. The Advisory Committee ~~is will be~~ established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- 3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under ~~Minn. Stat. § Minnesota Statutes section 123B.147, Subd.-3,~~ and teacher evaluations under ~~Minn. Stat. § Minnesota Statutes section 122A.40, Subd.-8, or 122A.41, Subd.-5.~~

[Insert Local Cycle in this space]

C. Implementation of Graduation Requirements

- 1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

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

D. Comprehensive Continuous Improvement of Student Achievement

- 1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
- 2. The Advisory Committee, working in cooperation with other committees of the school district [such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota ~~K-12~~ Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; ~~and,~~
 - d. Advising the school board about development of the annual budget.

- 3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
- 4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:
 - a. The Director of Curriculum (or similar educational leader)
 - b. Principal
 - c. School Board Member
 - d. Student Representative
 - e. One teacher from each building or instructional level
 - f. Two parents from each building or instructional level
 - g. Two residents without school-aged children, non-representative of local business or industry
 - h. Two residents representative of local business or industry

i. District Assessment Coordinator (if different from "a." above)

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

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

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

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

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

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

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

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

F. Reporting

1. Consistent with ~~Minn. Stat. §~~ Minnesota Statutes section 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with

school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References:

- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement: Striving for the World's Best Workforce)
- Minn. Stat. § 120B.35 (Student Academic Achievement Levels and Growth)
- Minn. Stat. § 120B.36 (School Accountability: Appeals Process)
- Minn. Stat. § 122A.40, Subd. 3 (Employment; Contracts; Termination)
- Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
- Minn. Stat. § 123B.04 (Site Decision Making: Individualized Learning Agreement; Other Agreements Agreement)
- Minn. Stat. § 123B.147, Subd. 3 (Principals)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0820, 00-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
- 20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References:

- MSBA/MASA Model Policy 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
- MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
- MSBA/MASA Model Policy 617 (School District Insurance of Preparatory

and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____
Revised: _____

MSBA/MASA Model Policy 623
Orig. 1999
Rev. 2019/22

623 MANDATORY SUMMER SCHOOL INSTRUCTION

I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

III. PROCEDURES

A. The school district shall offer summer school instruction providing opportunities for:

[Note: The following are for illustrative purposes. Summer school instructional offerings are a policy decision to be determined by the local school board.]

1. Remedial instruction at the _____ level(s);
2. Make-up and review courses at the _____ level(s);
3. Special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified disabled children where appropriate to their educational needs;
4. Reading intervention programs or instruction for students who are at risk of not learning to read before the end of second grade; and
5. Other mandatory summer school programs as determined by the school district.

B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.

- C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Minnesota Department of Education. Remedial, make-up, and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.
- D. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. The intent of the school district is to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

IV. MANDATORY SUMMER SCHOOL INSTRUCTION

[Note: The Compulsory Instruction Law at Minn-Stat-§Minnesota Statutes section 120A.22, Subd. 5, specifically authorizes school districts to require children subject to compulsory instruction to attend summer school. Each school district that wishes to implement mandatory summer school instruction must establish the criteria and standards for determining which students will be required to receive such instruction. These criteria should be developed and determined by the school board in consultation with appropriate educational professionals. The final criteria and standards should be provided with specificity in this section. These criteria are within the discretion of the school board and may be tailored to a school district's particular needs and resources. They may be aimed at certain grade levels, academic areas and programs, or at students in need of remediation services relating to the school district's graduation standards and basic requirements testing.]

[Also, pursuant to Minn-Stat-§Minnesota Statutes section 120B.12, as of the 2011-2012 school year, school districts must identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Such students must be screened for characteristics of dyslexia. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. School districts must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. School districts must use a locally adopted, developmentally appropriate, and culturally responsive assessment. School districts are required to provide reading intervention methods for such students, which may include requiring student attendance in summer school.]

[Alternative]

The school board will direct the administration to identify and develop specific criteria and standards for determining which students must receive summer school instruction. These will be provided to the school board for review and approval on no less than an annual basis. Following school board approval, the criteria and standards for mandatory summer

school instruction will be included in this policy as Attachment A and incorporated herein by reference.

V. TRANSPORTATION SERVICES

- A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn-Stat-§Minnesota Statutes section 120A.22, Subd. 5(b). The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.
- B. The school board shall retain sole discretion, control, and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

VI. SCHOOL BOARD REVIEW

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and approval by the school board.

- Legal References:**
- Min. Stat. § 120A.20 (Admission to Public School)
 - Min. Stat. § 120A.22 (Compulsory Instruction)
 - Min. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
 - Min. Stat. § 123B.02 (General Powers of Independent School Districts)
 - Min. Stat. § 123B.09 (Boards of Independent School Districts)
 - Min. Stat. § 123B.88 (Independent School Districts; Transportation)
 - Min. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)
 - Min. Rules Chapter Part-3501 (Graduation Standards)

- Cross References:**
- MSBA/MASA Model Policy 603 (Curriculum Development)
 - MSBA/MASA Model Policy 604 (Instructional Curriculum)
 - MSBA/MASA Model Policy 605 (Alternative Programs)
 - MSBA/MASA Model Policy 707 (Transportation of Public School Students)

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION DIRECTING THE ADMINISTRATION
TO MAKE RECOMMENDATIONS FOR REDUCTIONS
IN PROGRAMS AND POSITIONS AND REASONS
THEREFORE.**

WHEREAS, there may be a reduction in requests for program services, and

WHEREAS, the financial condition of the Education District dictates that the Board may need to reduce expenditures, and

WHEREAS, this need for reduction in expenditures and possible decrease in program services requests will result in discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the Board of Goodhue County Education District #6051-61 as follows:

That the Board hereby directs the Education District Director and administration to consider the discontinuance of programs or positions as a result of a reduction in program services and, to effectuate economies in the Education District and reduce expenditures, make recommendations to the Board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

The motion for the adoption of the foregoing resolution was duly seconded by

Member _____ upon vote being taken thereon, the following voted in favor thereof:

the following voted against the same:

Where upon said resolution was declared duly passed and adopted.

GOODHUE CO ED DISTRICT FY 2021-22 Revised Budget

- Enrollment
 - REACH – 56
 - STEP – 21
 - Pathways 6-7 – 17
 - Pathways 8-12 – 21
 - Tower View – 52
 - 5RO – 333 (full time and part time)

- Assumed increase in unsettled contracts

- Addition of American Rescue Plan (ARP) grants - \$261,434

- Average Tuition Bill –
 - Setting IV (REACH/STEP)
 - 2020-21 - \$23,214.72 (66.77 ADM)
 - 2021-22 Projected - \$23,985.54
 - Pathways 6-7
 - 2020-21 - \$37,491.53 (1.15 ADM)
 - 2021-22 Projected - \$9,275.29
 - Pathways 8-12
 - 2020-21 - \$25,988.79 (16.89 ADM)
 - 2021-22 Projected - \$16,489.38
 - Tower View
 - 2020-21 - \$7,513.27 (60.30 ADM)
 - 2021-22 Projected - \$12,974.02
 - 5RO
 - 2020-21 – N/A
 - 2021-22 Projected - \$4,408.06

**Goodhue Co Education District
Budget / Fund Balance Overview (BUDGET)**

Revised Budget

General Fund - 01	Beginning Fund Balance	Revenues	Expenditures	Transfers	End of Year Proj. Balance	Net Increase or Decrease
422 Unassigned Fund Balan	1,277,122 4.73%	16,074,795	15,891,142	(406,853)	1,053,922 6.39%	(223,200)
Restricted						
441 Basic Skills Programs	-	-	398,210	398,210	-	-
467 Long-Term Facilities Maint	1,373	117,806	117,806	-	1,373	-
472 Medical Assistance	-	68,835	77,478	8,643	-	-
Subtotal Restricted	<u>1,373</u>	<u>186,641</u>	<u>593,494</u>	<u>406,853</u>	<u>1,373</u>	<u>-</u>
460 Nonspendable	142,394	-	-	-	142,394	-
Total General Fund	<u>1,420,889</u>	<u>16,261,436</u>	<u>16,484,636</u>	<u>-</u>	<u>1,197,689</u>	<u>(223,200)</u>
Total All Funds:	<u>1,420,889</u>	<u>16,261,436</u>	<u>16,484,636</u>	<u>-</u>	<u>1,197,689</u>	<u>(223,200)</u>

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CANNON FALLS PUBLIC SCHOOLS

FY 22 BILL FOR SERVICES

REVISED FEB 2021

		FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE
SPECIAL EDUCATION SERVICES								
ECSE								
	Samantha Cromer	1.00	44,841.00	29,601.33	3,809.92	740	396	STATE SP ED
	Benefits		7,339.00	5,191.33	536.92	740	397	STATE SP ED
	Nicole Meyer	0.57	33,028.00	21,424.00	2,901.00	740	396	STATE SP ED
	Benefits		6,322.00	4,358.00	491.00	740	397	STATE SP ED
	Lindsay Woodard	0.10	11,392.00	6,835.33	1,139.17	740	396	STATE SP ED
	Benefits		4,146.00	1,972.00	543.50	740	397	STATE SP ED
	Substitutes		515.00	343.33	42.92	740	394	STATE SP ED
OT/PT SERVICES								
	Monica Capra	0.15	9,822.00	6,984.67	709.33	740	396	STATE SP ED
	Benefits		2,921.00	2,077.33	210.92	740	397	STATE SP ED
	Teasha Archambault	0.31	20,654.00	12,877.33	1,944.17	740	396	STATE SP ED
	Benefits		7,370.00	4,779.33	647.67	740	397	STATE SP ED
	Arlie McLaren	0.26	15,147.00	5,770.00	2,344.25	740	396	STATE SP ED
	Benefits		2,606.00	1,080.00	381.50	740	397	STATE SP ED
	Nicole Yusten	0.35	17,653.00	15,982.00	417.75	740	396	STATE SP ED
	Benefits		3,673.00	3,039.33	158.42	740	397	STATE SP ED
SPECIAL ED COORDINATOR								
	Sharon Noble	1.00	88,829.00	59,219.33	7,402.42	740	396	STATE SP ED
	Benefits		20,918.00	14,054.67	1,715.83	740	397	STATE SP ED
SPEECH LANGUAGE PATHOLOGIST								
	Lynn Booth	0.40	40,445.00	21,414.67	4,757.58	740	399	STATE SP ED
	Benefits		11,182.00	5,760.00	1,355.50	740	397	STATE SP ED
PSYCHOLOGIST								
	Kristin Kirk	1.00	97,513.00	61,872.00	8,910.25	740	396	STATE SP ED
	Benefits		18,250.00	11,748.67	1,625.33	740	397	STATE SP ED
SOCIAL WORK								
	Janae Blakeslee	1.00	67,125.00	44,325.33	5,699.92	740	396	STATE SP ED
	Benefits		12,032.00	8,031.33	1,000.17	740	397	STATE SP ED
	Laura Burvee	1.00	61,471.00	40,589.33	5,220.42	740	396	STATE SP ED
	Benefits		24,869.00	15,825.33	2,260.92	740	397	STATE SP ED
REGULAR EDUCATION SERVICES								
ENGLISH AS A SECOND LANGUAGE								
	Casey O'Donnell	0.50	28,561.00	18,857.33	2,425.92	317	396	COMP ED
	Benefits		8,905.00	5,758.67	786.58	317	397	COMP ED
INSTRUCTIONAL COACHING								
	Catherine Stark	1.00	0.00	19,970.67	-4,992.67	000	305	GEN FUND
COMMUNITY EDUCATION SERVICES								
SCHOOL READINESS								
			0.00	0.00	0.00			
OPERATIONS COSTS								
	LEASE		140,022.00	93,348.00	11,668.50	000	390	LEASE LEVY
	LTFM		17,340.69	11,560.46	1,445.06	000	390	LTFM LEVY
	ADMINISTRATIVE		18,541.00	12,360.67	1,545.08	000	305	SUB GRANT
	OPERATING FEE		32,760.00	21,840.00	2,730.00	000	305	GEN FUND
TOTAL			876,192.69	588,851.79	71,835.22			

GOODHUE PUBLIC SCHOOL								
FY 22 BILL FOR SERVICES								
REVISED FEB 2021								
SPECIAL EDUCATION SERVICES								
	FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE	
EARLY CHILDHOOD								
Sue Bodenhamer	0.20	13,368.00	8,998.00	1,092.50	740	396	STATE SP ED	
Sarah Sperger	0.15	9,974.00	5,504.00	1,117.50	740	396	STATE SP ED	
Lindsay Woodard	0.03	3,418.00	2,278.67	284.83	740	396	STATE SP ED	
Arnedt, R/Strand M	0.00	0.00	3,289.33	-822.33	740	396	STATE SP ED	
Substitutes		515.00	343.33	42.92	740	396	STATE SP ED	
Benefits		5,589.00	4,385.33	300.92	740	397	STATE SP ED	
OT/PT SERVICES								
Monica Capra	0.04	2,619.00	2,182.67	109.08	740	396	STATE SP ED	
Teasha Archambault	0.10	6,663.00	3,863.33	699.92	740	396	STATE SP ED	
Arlie McLaren	0.08	4,661.00	0.00	1,165.25	740	396	STATE SP ED	
Katee Bowe	0.09	4,539.00	2,996.67	385.58	740	396	STATE SP ED	
Mary Testen	0.00	0.00	2,262.67	-565.67	740	396	STATE SP ED	
Benefits		5,554.00	3,696.67	464.33	740	397	STATE SP ED	
SPECIAL ED COORDINATOR								
Jill Rohan	0.40	33,980.00	11,668.67	5,577.83	740	396	STATE SP ED	
Benefits		11,093.00	2,132.67	2,240.08	740	397	STATE SP ED	
SPEECH								
Lynn Booth	0.60	40,445.00	32,121.33	2,080.92	740	396	STATE SP ED	
Benefits		11,182.00	8,638.67	635.83	740	397	STATE SP ED	
PSYCHOLOGIST								
Makenna Holt	0.40	32,607.00	22,114.67	2,623.08	740	396	STATE SP ED	
Benefits		5,844.00	9,216.00	-843.00	740	397	STATE SP ED	
SOCIAL WORK								
Kamie Lodermeier	0.50	28,579.00	18,866.00	2,428.25	740	396	STATE SP ED	
Benefits		5,539.00	4,168.00	342.75	740	397	STATE SP ED	
REGULAR EDUCATION SERVICES								
ENGLISH AS A SECOND LANGUAGE								
Anna Herman	1.00	66,625.00	42,925.33	5,924.92	317	396	COMP ED	
Diane Jacobson	0.50	29,935.00	19,761.33	2,543.42	317	396	COMP ED	
Benefits		31,712.00	20,037.33	2,918.67	317	397	COMP ED	
Substitutes		927.00	618.00	77.25	317	396	COMP ED	
SOCIAL WORK								
Kamie Lodermeier	0.50	28,579.00	18,865.33	2,428.42	000	396	GEN FUND	
Benefits		5,539.00	4,168.00	342.75	000	397	GEN FUND	
INSTRUCTIONAL COACHING								
Courtney Bonnin	1.00	0.00	19,970.67	-4,992.67	000	305	GEN FUND	
COMMUNITY EDUCATION SERVICES								
ECFE								
Cassandra O'Reilly		876.00	1,706.67	-207.67	325	396	COMM ED	
Jennifer Taylor		5,057.00	3,913.33	285.92	325	396	COMM ED	
Benefits		809.00	898.67	-22.42	325	397	COMM ED	
SCHOOL READINESS								
		0.00	0.00	0.00				
OPERATIONS COSTS								
LEASE		89,195.00	59,463.33	7,432.92	000	390	LEASE LEVY	
LTFM		11,046.20	7,364.13	920.52	000	390	LTFM LEVY	
ADMINISTRATIVE		5,794.00	3,862.67	482.83	000	305	SUB GRANT	
OPERATING FEE		21,210.00	14,140.00	1,767.50	000	305	GEN FUND	
TOTAL		523,473.20	366,421.47	39,262.93				

KENYON-WANAMINGO PUBLIC SCHOOLS								
FY 22 BILL FOR SERVICES								
REVISED FEB 2021								
SPECIAL EDUCATION SERVICES								
	FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV	SOURCE
EARLY CHILDHOOD								
Katherine Gadiant	1.00	43,537.00	42,925.33	152.92	740	396	STATE	SP ED
Nicole Meyer	0.43	24,916.00	16,833.33	2,020.67	740	396	STATE	SP ED
Arendt R / Strand M	0.15	7,563.00	0.00	1,890.75	740	396	STATE	SP ED
Lindsay Woodard	0.07	7,974.00	5,316.00	664.50	740	396	STATE	SP ED
Benefits		18,944.00	16,570.00	593.50	740	397	STATE	SP ED
Travel		1,000.00	0.00	250.00	740	366	STATE	SP ED
Substitutes		3,605.00	2,403.33	300.42	740	394	STATE	SP ED
PARPROFESSIONALS								
Annette Kraft	1.00	26,495.00	18,112.67	2,095.58	740	396	STATE	SP ED
Benefits		5,823.00	3,014.67	702.08	740	397	STATE	SP ED
Substitutes		721.00	480.67	60.08	740	394	STATE	SP ED
OT/PT SERVICES								
Monica Capra	0.11	7,203.00	0.00	1,800.75	740	396	STATE	SP ED
Teasha Archambault	0.24	15,990.00	10,302.00	1,422.00	740	396	STATE	SP ED
Arlie McLaren	0.19	11,069.00	4,616.00	1,613.25	740	396	STATE	SP ED
Nicole Yusten	0.25	12,610.00	0.00	3,152.50	740	396	STATE	SP ED
Benefits		12,389.00	4,688.67	1,925.08	740	397	STATE	SP ED
SPEECH LANGUAGE PATHOLOGIST								
Megan Olson	1.00	72,241.00	49,564.00	5,669.25	740	396	STATE	SP ED
Rebecca Nolan	0.10	8,302.00	0.00	2,075.50	740	396	STATE	SP ED
Benefits		15,340.00	13,256.67	520.83	740	397	STATE	SP ED
NURSING SERVICES								
Gwen Buckingham	0.09	6,419.00	4,078.00	585.25	740	396	STATE	SP ED
Benefits		1,885.00	1,159.33	181.42	740	397	STATE	SP ED
PSYCHOLOGIST								
Kelsey Lemmon	0.80	61,361.00	40,585.33	5,193.92	740	396	STATE	SP ED
Benefits		11,166.00	7,464.67	925.33	740	397	STATE	SP ED
ASST DIRECTOR								
Amy Buchal	1.00	105,185.00	70,123.33	8,765.42	740	305	STATE	SP ED
Benefits		23,585.00	15,853.33	1,932.92	740	397	STATE	SP ED
REGULAR EDUCATION SERVICES								
ENGLISH AS A SECOND LANGUAGE								
Paul Putt	0.70	40,807.00	28,544.67	3,065.58	317	396	COMP	ED
Benefits		16,917.00	5,544.00	2,843.25	317	397	COMP	ED
Substitutes		2,060.00	1,373.33	171.67	317	394	COMP	ED
Paul Putt	0.30	17,487.00	12,233.33	1,313.42	000	396	OTHER	SOURCE
Benefits		7,005.00	2,376.00	1,157.25	000	397	OTHER	SOURCE
NURSING								
Gwen Buckingham	0.83	57,774.00	36,701.33	5,268.17	000	396	GEN	FUND
Benefits		16,965.00	10,430.00	1,633.75	000	397	GEN	FUND
Travel - between sites		721.00	480.67	60.08	000	366	GEN	FUND
INSTRUCTIONAL COACHING								
Laura McAnally / Cheryl Dah	1.00	0.00	19,970.67	-4,992.67	000	305	GEN	FUND
COMMUNITY EDUCATION SERVICES								
ECFE								
		0.00	0.00	0.00				
SCHOOL READINESS								
		0.00	0.00	0.00				
OPERATIONS COSTS								
LEASE		91,936.00	61,290.67	7,661.33	000	390	LEASE	LEVY
LTFM		11,385.60	7,590.40	948.80	000	390	LTFM	LEVY
ADMINISTRATIVE		14,002.00	9,334.67	1,166.83	000	305	SUB	GRANT
OPERATING FEE		21,780.00	14,520.00	1,815.00	000	305	GEN	FUND
TOTAL		804,162.60	537,737.07	66,606.38				

LAKE CITY PUBLIC SCHOOLS								
FY 22 BILL FOR SERVICES								
REVISED FEB 2021								
SPECIAL EDUCATION SERVICES								
	FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE	
ECSE								
Sarah Sperger	0.40	26,596.00	17,781.33	2,203.67	740	396	STATE SP ED	
Lindsay Woodard	0.08	9,114.00	6,835.33	569.67	740	396	STATE SP ED	
Benefits		7,296.00	5,076.00	555.00	740	397	STATE SP ED	
OT/PT SERVICES								
Monica Capra	0.12	7,858.00	6,984.67	218.33	740	396	STATE SP ED	
Jayne Boeding	0.24	18,054.00	12,660.67	1,348.33	740	396	STATE SP ED	
Arlie McLaren	0.22	12,817.00	5,385.33	1,857.92	740	396	STATE SP ED	
Mary Testen	0.21	11,995.00	7,542.67	1,113.08	740	396	STATE SP ED	
Benefits		14,695.00	9,614.67	1,270.08	740	397	STATE SP ED	
PSYCHOLOGIST								
Brittany Liljevall	1.00	86,512.00	57,246.67	7,316.33	740	396	STATE SP ED	
Michelle Lundberg Bogner	0.40	26,681.00	17,626.00	2,263.75	740	396	STATE SP ED	
Benfits		24,763.00	14,884.67	2,469.58	740	397	STATE SP ED	
SPEECH LANGUAGE PATHOLOGIST								
Stephanie Weisenbeck	1.00	73,747.00	48,813.33	6,233.42	740	396	STATE SP ED	
Madeline Ocel	1.00	49,362.00	28,740.00	5,155.50	740	396	STATE SP ED	
Benefits		30,075.00	23,112.67	1,740.58	740	397	STATE SP ED	
ASL INTERPRETER								
Michelle Kremer	0.00	0.00	1,436.67	-359.17	740	396	STATE SP ED	
Tasha Neilson	0.00	0.00	1,267.33	-316.83	740	396	STATE SP ED	
Benefits		0.00	1,006.00	-251.50	740	397	STATE SP ED	
SPECIAL ED COORDINATOR								
Jill Rohan	0.60	50,969.00	0.00	12,742.25	740	396	STATE SP ED	
Benefits		16,902.00	0.00	4,225.50	740	397	STATE SP ED	
REGULAR EDUCATION SERVICES								
ENGLISH AS A SECOND LANGUAGE								
INSTRUCTIONAL COACHING								
OPEN - Betcher	1.00	0.00	19,970.67	-4,992.67	000	305	GEN FUND	
COMMUNITY EDUCATION SERVICES								
OPERATIONS COSTS								
LEASE		146,250.00	97,500.00	12,187.50	000	390	LEASE LEVY	
LTFM		18,112.08	12,074.72	1,509.34	000	390	LTFM LEVY	
ADMINISTRATIVE		15,451.00	10,300.67	1,287.58	000	305	SUB GRANT	
OPERATING FEE		35,700.00	23,800.00	2,975.00	000	305	GEN FUND	
TOTAL		682,949.08	429,660.05	63,322.26				

RED WING PUBLIC SCHOOLS							
FY 22 BILL FOR SERVICES							
REVISED FEB 2021							
SPECIAL EDUCATION SERVICES	FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE
SPEECH PATHOLOGIST							
Megan Senechalle	0.70	43,320.00	28,643.33	3,669.17	740	396	STATE SP ED
Benefits		12,490.00	8,240.00	1,062.50	740	397	STATE SP ED
Shannon Siepelmeyer	1.00	69,884.00	46,230.67	5,913.33	740	396	STATE SP ED
Benefits		18,182.00	12,052.67	1,532.33	740	397	STATE SP ED
Cori Pelletier	1.00	54,715.00	36,151.33	4,640.92	740	396	STATE SP ED
Benefits		16,697.00	14,810.00	471.75	740	397	STATE SP ED
Lindsay Woodard	0.27	30,758.00	20,505.33	2,563.17	740	396	STATE SP ED
Benefits		9,131.00	5,915.33	803.92	740	397	STATE SP ED
Karly Zyskowski	1.00	78,258.00	51,798.00	6,615.00	740	396	STATE SP ED
Benefits		19,706.00	13,134.00	1,643.00	740	397	STATE SP ED
Ashlyn Werner	1.00	35,080.00	32,073.33	751.67	740	396	STATE SP ED
Benefits		10,032.00	10,268.67	-59.17	740	397	STATE SP ED
Rebecca Nolan	0.90	74,720.00	0.00	18,680.00	740	396	STATE SP ED
Benefits		18,435.00	0.00	4,608.75	740	397	STATE SP ED
EARLY CHILDHOOD							
Missy Carlson	1.00	60,580.00	40,780.00	4,950.00	740	396	STATE SP ED
Benefits		23,570.00	15,354.00	2,054.00	740	397	STATE SP ED
Substitutes		824.00	549.33	68.67	740	394	STATE SP ED
Travel		100.00	66.67	8.33	740	366	STATE SP ED
OT/PT SERVICES							
Monica Capra	0.39	25,538.00	20,080.67	1,364.33	740	396	STATE SP ED
Benefits		7,595.00	5,972.00	405.75	740	397	STATE SP ED
Alison Hanlin	0.90	59,513.00	43,658.67	3,963.58	740	396	STATE SP ED
Benefits		11,129.00	7,256.00	968.25	740	397	STATE SP ED
Katee Bowe	0.81	40,855.00	30,298.67	2,639.08	740	396	STATE SP ED
Benefits		12,964.00	9,512.00	863.00	740	397	STATE SP ED
Arlie McLaren	0.00	0.00	16,540.00	-4,135.00	740	396	STATE SP ED
Benefits		0.00	3,094.67	-773.67	740	397	STATE SP ED
Mary Testen	0.69	39,413.00	22,251.33	4,290.42	740	396	STATE SP ED
Benefits		11,568.00	6,608.00	1,240.00	740	397	STATE SP ED
Jayne Boeding	0.76	57,169.00	37,982.00	4,796.75	740	396	STATE SP ED
Benefits		19,669.00	12,871.33	1,699.42	740	397	STATE SP ED
PSYCHOLOGIST							
Molly Paulson	1.00	97,013.00	61,538.67	8,868.58	740	396	STATE SP ED
Benefits		29,637.00	19,448.00	2,547.25	740	397	STATE SP ED
Candis Rome	0.80	75,298.00	50,594.00	6,176.00	740	396	STATE SP ED
Benefits		16,657.00	9,439.33	1,804.42	740	397	STATE SP ED
Michelle Lundberg Bogner	0.60	40,021.00	26,438.67	3,395.58	740	396	STATE SP ED
Benefits		14,820.00	7,390.00	1,857.50	740	397	STATE SP ED
Alexis Ebert	1.00	58,566.00	38,670.00	4,974.00	740	396	STATE SP ED
Benefits		17,318.00	11,561.33	1,439.17	740	397	STATE SP ED
Carey Field	1.00	83,135.00	55,010.67	7,031.08	740	396	STATE SP ED
Benefits		26,584.00	17,539.33	2,261.17	740	397	STATE SP ED
SOCIAL WORKER							
Kaycee Tulip	1.00	45,498.00	30,034.67	3,865.83	740	396	STATE SP ED
Benefits		8,194.00	5,765.33	607.17	740	397	STATE SP ED
Ashley Nelson	1.00	56,021.00	36,981.33	4,759.92	740	396	STATE SP ED
Benefits		9,891.00	6,966.67	731.08	740	397	STATE SP ED
Morgan Price	1.00	35,056.00	0.00	8,764.00	740	396	STATE SP ED
Benefits		7,139.00	0.00	1,784.75	740	397	STATE SP ED
SPECIAL ED ADMIN							
Marcia Walker	1.00	117,155.00	78,103.33	9,762.92	740	305	STATE SP ED
Benefits		32,723.00	17,683.33	3,759.92	740	397	STATE SP ED
Carrie Hansen	0.50	24,519.00	0.00	6,129.75	740	396	STATE SP ED
Benefits		12,348.00	0.00	3,087.00	740	397	STATE SP ED
DUE PROCESS SECRETARIES							
Barb Calley	0.50	12,804.00	8,536.00	1,067.00	740	396	STATE SP ED
Benefits		2,146.00	1,449.33	174.17	740	397	STATE SP ED
Kris Jurgenson	0.10	5,191.00	3,460.67	432.58	740	396	STATE SP ED
Benefits		1,596.00	1,027.33	142.17	740	397	STATE SP ED
ASL INTERPRETER							
Michelle Kremer	0.00	0.00	1,676.00	-419.00	723	396	STATE SP ED
Benefits		0.00	532.67	-133.17	723	397	STATE SP ED
Tasha Neilson	0.00	0.00	1,267.33	-316.83	723	396	STATE SP ED
Benefits		0.00	517.33	-129.33	723	397	STATE SP ED
REGULAR EDUCATION SERVICES							
ENGLISH AS A SECOND LANGUAGE							
Dian Jacobson	0.50	29,936.00	0.00	7,484.00	317	396	COMP ED
Benefits		11,447.00	0.00	2,861.75	317	397	COMP ED
Jeimy Yusty Rojas	1.00	35,212.00	23,474.67	2,934.33	317	396	COMP ED
Benefits		7,333.00	4,735.33	649.42	317	397	COMP ED
BUILDING ADMINISTRATION							
Barb Calley	0.50	12,804.00	8,535.33	1,067.17	000	396	GEN FUND
Benefits		2,146.00	1,449.33	174.17	000	397	GEN FUND
Substitutes		850.00	566.67	70.83	000	305	GEN FUND
GEN ED TEACHER							
Brenda Houck	1.00	0.00	19,970.67	-4,992.67	000	305	GEN FUND
OPERATIONS COSTS							
LEASE		322,025.00	214,683.33	26,835.42	000	390	LEASE LEVY
LTFM		39,880.63	26,587.09	3,323.39	000	390	LTFM LEVY
ADMINISTRATIVE		49,346.00	32,897.33	4,112.17	000	305	SUB GRANT
OPERATING FEE		76,500.00	51,000.00	6,375.00	000	305	GEN FUND
TOTAL		2,278,704.63	1,428,229.09	212,618.89			

ZUMBROTA-MAZEPPA PUBLIC SCHOOLS

FY 22 BILL FOR SERVICES

REVISED FEB 2021

	FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE
SPECIAL EDUCATION SERVICES							
EARLY CHILDHOOD							
Alicia Zorn	1.00	51,747.00	34,167.33	4,394.92	740	396	STATE SP ED
Emily Klapperich	0.25	4,517.00	4,286.00	57.75	740	396	STATE SP ED
Britnee Banitt	1.00	22,300.00	14,866.67	1,858.33	740	396	STATE SP ED
Sarah Sparger	0.45	29,921.00	19,051.33	2,717.42	740	396	STATE SP ED
Lindsay Woodard	0.10	11,392.00	7,594.67	949.33	740	396	STATE SP ED
Arendt R / Strand M	0.20	10,085.00	11,100.67	-253.92	740	396	STATE SP ED
Substitutes		515.00	343.33	42.92	740	396	STATE SP ED
Benefits		27,634.00	19,020.67	2,153.33	740	397	STATE SP ED
Travel between Sites		100.00	66.67	8.33	740	366	STATE SP ED
OT/PT SERVICES							
Monica Capra	0.14	9,167.00	7,421.33	436.42	740	396	STATE SP ED
Teasha Archambault	0.30	19,988.00	13,736.00	1,563.00	740	396	STATE SP ED
Arlie McLaren	0.25	14,565.00	6,154.67	2,102.58	740	396	STATE SP ED
Nicole Yusten	0.35	17,653.00	17,313.33	84.92	740	396	STATE SP ED
Benefits		16,024.00	11,749.33	1,068.67	740	397	STATE SP ED
ASL INTERPRETER							
Tasha Neilson	0.00	0.00	5,070.00	-1,267.50	740	396	STATE SP ED
Michelle Kremer	0.18	6,614.00	6,465.33	37.17	740	396	STATE SP ED
Benefits		1,840.00	4,126.00	-571.50	740	397	STATE SP ED
Substitutes		0.00	0.00	0.00	740	394	STATE SP ED
SPEECH LANGUAGE PATHOLOGIST							
Megan Carlson	1.00	76,115.00	48,813.33	6,825.42	740	396	STATE SP ED
Rebecca Nolan	0.00	0.00	54,936.00	-13,734.00	740	396	STATE SP ED
Presence Learning	1.00	110,000.00	0.00	27,500.00	740	396	STATE SP ED
Benefits		20,114.00	26,304.67	-1,547.67	740	397	STATE SP ED
ASSISTANT DIRECTOR SPECIAL ED							
Wendy Ahren	0.50	57,712.00	36,122.00	5,397.50	740	305	STATE SP ED
Benefits		12,914.00	8,322.67	1,147.83	740	397	STATE SP ED
NURSING SERVICES							
Tiffany Boraas	0.10	5,833.00	3,826.00	501.75	740	396	STATE SP ED
Benefits		1,772.00	1,117.33	163.67	740	397	STATE SP ED
PSYCHOLOGIST							
Abby Bartelma	1.00	96,705.00	63,976.00	8,182.25	740	396	STATE SP ED
Benefits		24,728.00	16,035.33	2,173.17	740	397	STATE SP ED
REGULAR EDUCATION SERVICES							
ENGLISH AS A SECOND LANGUAGE							
Casey O'Donnell	0.50	28,561.00	18,857.33	2,425.92	317	396	COMP ED
Substitutes		525.00	350.00	43.75	317	396	COMP ED
Benefits		8,904.00	5,758.67	786.33	317	397	COMP ED
NURSING							
Tiffany Boraas	0.90	52,494.00	34,431.33	4,515.67	000	396	GEN FUND
Rachel Propst	1.00	25,472.00	16,981.33	2,122.67	000	396	GEN FUND
Sally Rude	1.00	50,989.00	34,467.33	4,130.42	000	397	GEN FUND
Substitutes		105.00	70.00	8.75	000	399	GEN FUND
Travel Between Sites		300.00	200.00	25.00	000	397	GEN FUND
Benefits		43,441.00	27,852.00	3,897.25	000	397	GEN FUND
BUILDING ADMINISTRATION							
Wendy Ahren	0.50	57,712.00	36,121.33	5,397.67	000	396	GEN FUND
Benefits		12,914.00	8,322.00	1,148.00	000	397	GEN FUND
INSTRUCTIONAL COACHING							
OPEN	1.00	0.00	19,970.67	-4,992.67	000	305	GEN FUND
COMMUNITY EDUCATION SERVICES							
ECFE							
Ashlyn Waters	0.40	17,748.00	15,819.33	482.17	325	396	COMM ED
Benefits		2,838.00	2,625.33	53.17	325	397	COMM ED
SCHOOL READINESS							
Nicole Morgan	1.00	27,440.00	16,719.33	2,680.17	344	396	SCHOOL READINE
Emily Klapperich	0.75	13,551.00	12,858.67	173.08	344	396	SCHOOL READINE
Benefits		12,694.00	8,569.33	1,031.17	344	397	SCHOOL READINE
OPERATIONS COSTS							
LEASE		161,822.00	107,881.33	13,485.17	000	390	LEASE LEVY
LTFM		20,040.57	13,360.38	1,670.05	000	390	LTFM LEVY
ADMINISTRATIVE		17,865.00	11,910.00	1,488.75	000	305	SUB GRANT
OPERATING FEE		39,900.00	26,600.00	3,325.00	000	305	GEN FUND
TOTAL		1,245,270.57	861,712.38	95,889.55			

- VII. **Other:**
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date: Thursday March 24, 2022 at 7:00 PM at the River Bluff Education Center in Red Wing.**
- X. **Adjournment**