

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Wednesday, June 21, 2023 at 7:00 PM
River Bluff Education Center, Red Wing
395 Guernsey Ln
Red Wing, MN 55066

AGENDA

- I. **Call to Order/Adoption of Agenda:**
- II. **Consent Agenda:**
 - A. Approval of May 25, 2023 Minutes

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GOODHUE COUNTY EDUCATION DISTRICT BOARD
MINUTES
Thursday, May 25, 2023 at 7:00 PM
River Bluff Education Center
395 Guernsey Ln
Red Wing, MN 55066

MEMBERS PRESENT: T. Bjornstad, M. Syverson, J. Lohmann, B. Brintnall, J. Stehr, D. Balow

MEMBERS ABSENT:

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

- I. **Call to Order/Adoption of Agenda:** D. Balow called the meeting to order. D. Balow requested Section 6 E. change from closed meeting to open meeting within the regular meeting. J. Stehr motioned to adopt the agenda with those changes. B. Brintnall seconded, motion carried.
- II. **Consent Agenda:** M. Syverson motioned to approve the consent agenda. J. Lohmann seconded, motion carried.
 - A. Approval of April 27, 2023 Minutes
 - B. Approval of Claims: Jason Lohmann (please come early to review the claims)
 - C. Staff Updates:
 1. **Resignations:** *Jessica Tlougan, VI/O&M Teacher - District Wide, effective end of 2022-2023 School Year.*
 2. **New Hire:** *Becky Norton, Science Teacher - RBEC effective 2023-2024 School Year; Elizabeth Runquist, EBD Teacher - RBEC effective 2023-2024 School Year; Kaylee Hillmer, EBD Teacher - RBEC effective 2023-2024 School Year.*
 3. **Transfers:**
 4. **Re-assignment:**
- III. **Public Input:** The policy of the education district board is to encourage discussion by persons of subjects related to the management of the district at board meetings. The board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students. Persons who wish to have a subject discussed at a public board meeting must notify the executive director's office in advance of the board meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed. The board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the board.
- IV. **Reports and Communication:**
 - A. **Business Manager Report:** J. Paradis reported on the 2022-2023 budget as of 4/30/2023. We have received \$11,902,410 or 66.01% of the adopted budget, compared to 64.80% at April 30, 2022 and 84.82% at April 30, 2021. We have expended \$12,071,282 or 66.31% of the adopted expense budget, compared to 63.02% at April 30, 2022 and 35.55% at April 30, 2021. We are slightly ahead of budget in salaries and benefits. We had many open positions in 2020-21 and 2021-22 that went unfilled as well as teacher negotiations for 2021-23 that did not settle until May 5, 2022. Cashflow is looking good until late June 2023. The April bank reconciliation is included in your packet for your information.
 - B. **MN Legislative Update:** C. Johnson presented legislative updates. Cooperatives now have the additional lease levy authority as metro districts. New provisions C. Johnson pointed out included new curriculum and course offerings, paraprofessional training plans, additional funding for cooperatives, unemployment insurance and provisions of the Read Act.
 - C. **Professional Development information for the 2023-24 school year including Summer Symposium, Special Services Events and Speaker for the All County Event:** C. Johnson commented the Dr. Adolf Brown will be leading member districts in professional development on Tuesday, August 29th. He will present at Treasure Island from 1:00-2:30 PM. Beyond teaching and support staff, board members from all of our districts are invited to attend. J. Whitcomb has been coordinating with Member District Principals to support fall development during August. C. Johnson reviewed the Summer Symposium schedule.
 - D. **Staffing Update:** C. Johnson provided board members with an update on staffing and hiring.
- V. **Old Business:**
 - A. **Second Reading of Policy 20 Recording of Board Meetings:** T. Bjornstad motioned to approve the second reading of Policy 20 Recording of Board Meetings. J. Stehr seconded, motion carried.

VI. New Business:

- A. Replacing the Vision Teacher and O & M Specialist Position:** C. Johnson asked for approval from the board to hold a Meet & Confer with the GCED Teachers Union regarding adding the Teacher of the Blind and Visually Impaired to Article 6 of the Teacher Agreement in Section 10 Additional Compensation. T. Bjornstad motioned to approve the request. J. Stehr seconded, motion carried.
- B. Interagency Transportation Agreement Update:** C. Johnson mentioned that under ESSA, all districts must have an Interagency Transportation Agreement with their county agency for students in foster care. A change in state legislation changes funding options for this work. C. Johnson went over the agreement and changes. B. Brintnall motioned to approve the Interagency Transportation Agreement. J. Lohmann seconded, motion carried.
- C. Delinquent Lunch Accounts:** C. Johnson reviewed unpaid meal balance with the board. C. Johnson mentioned that for three years prior to the COVID-19 pandemic, GCED was under Community Eligibility Provision (CEP). Under CEP, all students, regardless of status, were provided with free breakfast and lunches. During the pandemic, free lunches and breakfasts continued. GCED had one year left of CEP status when we returned this fall and students should have still been receiving the CEP benefit during 2022-23 but did not. Further discussion about next steps for situations where there is a negative lunch balance will continue to the next meeting. The board directed C. Johnson to attempt to fund raise for the unpaid balances. J. Stehr motioned to table until the next meeting. T. Bjornstad seconded, motion carried
- D. GCED FAST Assessment Calendar for the 2023-24 School Year:** C. Johnson presented the 2023-24 FAST Assessment Calendar. J. Stehr motioned to approve. B. Brintnall seconded, motion carried.
- E. Closed Session Pursuant to M.S. 13D.05, Subd. 3(a) to Discuss Executive Director Evaluations:** D. Balow summarized the performance evaluations for C. Johnson. C. Johnson's performance meets expectations in all areas of the evaluation.

VII. Other:

VIII. Comments: Board/Director

IX. Next Meeting Date: Wednesday, June 21, 2023 at 7:00 PM at the River Bluff Education Center in Red Wing.

X. Adjournment: M. Syverson motioned to adjourn. J. Lohmann seconded, motion carried.

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		38201		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	05/25/2023	707.30
MERC		38202		Wire	1	3232	ENTERPRISE FM TRUST		No	Yes	No	05/25/2023	4,079.42
MERC		38203		Direct Pymt	1	02672	METRO SALES, INC.		Yes	Yes	No	05/25/2023	3,851.31
MERC		38204		Direct Pymt	1	04565	ZUMBROTA-MAZEPPA PUBLIC SCHOOL		Yes	Yes	No	05/25/2023	17,402.89
MERC		38205		Direct Pymt	1	09129	RED WING IND SCHOOL DIST 256		Yes	Yes	No	05/25/2023	48,337.69
MERC		38206		Direct Pymt	1	1115	RODGERS, MATT		Yes	Yes	No	05/25/2023	16.53
MERC		38207		Direct Pymt	1	1361	NOBLE, SHARON		Yes	Yes	No	05/25/2023	1,054.98
MERC		38208		Direct Pymt	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	Yes	No	05/25/2023	30.00
MERC		38209		Direct Pymt	1	2197	JOHNSON, CHERYL		Yes	Yes	No	05/25/2023	2,415.11
MERC		38210		Direct Pymt	1	2218	NEWS-2-YOU		Yes	Yes	No	05/25/2023	1,139.95
MERC		38211		Direct Pymt	1	2585	TEACHERS ON CALL	C Corporation	Yes	Yes	No	05/25/2023	2,861.12
MERC		38212		Direct Pymt	1	3145	MARQUARDT, JENNIFER		Yes	Yes	No	05/25/2023	250.21
MERC		38213		Direct Pymt	1	3414	COULSON, TESS		Yes	Yes	No	05/25/2023	442.78
MERC		38214		Direct Pymt	1	3415	AMAZON CAPITAL SERVICES		Yes	Yes	No	05/25/2023	202.49
MERC		38215		Direct Pymt	1	3601	ESPIRICUETA VALDEZ, ILIANA		Yes	Yes	No	05/25/2023	151.96
MERC		38216		Direct Pymt	1	3618	SOLIANI		Yes	Yes	No	05/25/2023	4,350.00
MERC	01	38219		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	05/30/2023	9,227.77
MERC		38220		Wire	1	04062	MINNTEACHERS RETIREMENT ASSOC		No	Yes	No	05/30/2023	49,704.85
MERC		38221		Wire	1	2284	E. B. C., LLC /ACS		No	Yes	No	05/30/2023	18,371.89
MERC		38222		Wire	1	2392	US Dept of Treasury		No	Yes	No	05/30/2023	84,036.11
MERC		38223		Wire	1	2396	MN Dept of Revenue		No	Yes	No	05/30/2023	14,973.62
MERC		38224		Wire	1	2501	Merchants Bank		No	Yes	No	05/30/2023	2,592.90
MERC		38225		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	Yes	No	05/30/2023	835.84
MERC		38226		Direct Pymt	1	1497	BODENHAMER, SUSAN		Yes	No	No	06/09/2023	281.98
MERC		38227		Direct Pymt	1	2228	PITTMAN, M. THERESE		Yes	No	No	06/09/2023	598.67
MERC		38228		Direct Pymt	1	2284	E. B. C., LLC /ACS		Yes	No	No	06/09/2023	133.46
MERC		38229		Direct Pymt	1	2410	SCHOOL MANAGEMENT SERVICES	S Corporation	Yes	No	No	06/09/2023	58,838.00
MERC		38230		Direct Pymt	1	2440	LIBERTY'S RESTAURANT		Yes	No	No	06/09/2023	362.98
MERC		38231		Direct Pymt	1	2585	TEACHERS ON CALL	C Corporation	Yes	No	No	06/09/2023	3,246.72
MERC		38232		Direct Pymt	1	2641	PAULSON MOLLY		Yes	No	No	06/09/2023	238.14
MERC		38233		Direct Pymt	1	2865	INTELLICENTS		Yes	No	No	06/09/2023	1,250.00
MERC		38234		Direct Pymt	1	2990	BARTELMA, ABBY		Yes	No	No	06/09/2023	140.74
MERC		38235		Direct Pymt	1	3002	MOLDE-BOEDING, JAYNE		Yes	No	No	06/09/2023	28.05
MERC		38236		Direct Pymt	1	3159	TESTEN, MARY		Yes	No	No	06/09/2023	43.89
MERC		38237		Direct Pymt	1	3163	ILLUMINATE EDUCATION, INC	C Corporation	Yes	No	No	06/09/2023	165.00
MERC		38238		Direct Pymt	1	3277	BOOTH, LYNN		Yes	No	No	06/09/2023	128.25
MERC		38239		Direct Pymt	1	3287	KREMER, MICHELE		Yes	No	No	06/09/2023	181.44
MERC		38240		Direct Pymt	1	3323	HOLT, MAKENNA		Yes	No	No	06/09/2023	150.29
MERC		38241		Direct Pymt	1	3328	LILJEVALL BRITTANY		Yes	No	No	06/09/2023	184.69

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		38242		Direct Pymt	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	06/09/2023	14.99
MERC		38243		Direct Pymt	1	3417	LEMMON, KELSEY		Yes	No	No	06/09/2023	183.40
MERC		38244		Direct Pymt	1	3468	YUSTEN, NIKKI		Yes	No	No	06/09/2023	187.99
MERC		38245		Direct Pymt	1	3504	SENECHALLE, MEGAN		Yes	No	No	06/09/2023	54.63
MERC		38246		Direct Pymt	1	3527	BUCKINGHAM, GWEN		Yes	No	No	06/09/2023	62.88
MERC		38247		Direct Pymt	1	3529	PUTT, PAUL		Yes	No	No	06/09/2023	172.92
MERC		38248		Direct Pymt	1	3544	OLSON, MEGAN		Yes	No	No	06/09/2023	87.12
MERC		38249		Direct Pymt	1	3547	NOLAN, REBECCA		Yes	No	No	06/09/2023	298.03
MERC		38250		Direct Pymt	1	3563	IMAGINE LEARNING, LLC		Yes	No	No	06/09/2023	125,952.00
MERC		38251		Direct Pymt	1	3612	WUNDERLICH, STEPHANIE		Yes	No	No	06/09/2023	94.32
MERC		38252		Direct Pymt	1	3616	PRICE, MORGAN		Yes	No	No	06/09/2023	393.66
MERC		38253		Direct Pymt	1	3618	SOLJANT		Yes	No	No	06/09/2023	5,212.50
MERC		38254		Direct Pymt	1	3634	ATKINSON, KORISSA		Yes	No	No	06/09/2023	286.69
MERC		38275		Wire	1	03977	SOUTHEAST SERVICE COOPERATIVE		No	No	No	06/09/2023	87,395.01
MERC		38276		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	06/09/2023	6,543.40
MERC		38277		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	06/09/2023	723.99
MERC		38280		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	06/15/2023	10,088.18
MERC		38281		Wire	1	04062	MIN TEACHERS RETIREMENT ASSOC		No	No	No	06/15/2023	59,656.86
MERC		38282		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	06/15/2023	18,164.39
MERC		38283		Wire	1	2392	US Dept of Treasury		No	No	No	06/15/2023	102,332.10
MERC		38284		Wire	1	2396	MN Dept of Revenue		No	No	No	06/15/2023	18,646.11
MERC		38285		Wire	1	2501	Merchants Bank		No	No	No	06/15/2023	2,592.90
MERC		38286		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	No	No	06/15/2023	835.84
MERC		35180	18815	Check	1	3335	CARLSON, MEGAN		Yes	Yes	Yes	05/23/2023	(10.93)
MERC		35818	19353	Check	1	2953	MCCORD, NAOMI		Yes	Yes	Yes	05/25/2023	(20.00)
MERC		38189	20828	Check	1	1988	BALLARD & TIGHE, PUBLISHERS		Yes	No	No	05/25/2023	2,390.80
MERC		38184	20829	Check	1	01903	CANNON FALLS ISD #252		Yes	No	No	05/25/2023	12,024.99
MERC		38199	20830	Check	1	3335	CARLSON, MEGAN		Yes	No	No	05/25/2023	10.93
MERC		38186	20831	Check	1	09270	CRISIS PREVENTION INST., INC.		Yes	No	No	05/25/2023	4,449.00
MERC		38198	20832	Check	1	3253	EDUCATION ASSOCIATES		Yes	Yes	No	05/25/2023	7,382.00
MERC		38195	20833	Check	1	2871	EMC Insurance Companies		Yes	Yes	No	05/25/2023	10,490.18
MERC		38192	20834	Check	1	2531	FIRST STUDENT		Yes	No	No	05/25/2023	838.01
MERC		38185	20835	Check	1	01904	GOODHUE PUBLIC SCHOOL		Yes	No	No	05/25/2023	7,728.23
MERC		38183	20836	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	05/25/2023	7,525.50
MERC		38196	20837	Check	1	2953	MCCORD, NAOMI		Yes	No	No	05/25/2023	20.00
MERC		38194	20838	Check	1	2819	MIDWEST SPECIAL INSTRUMENTS		Yes	Yes	No	05/25/2023	195.00
MERC		38187	20839	Check	1	1278	MSC-SOUTHEAST TECHNICAL		Yes	No	No	05/25/2023	1,908.00
MERC		38193	20840	Check	1	2583	PLAINVIEW-ELGIN-MILLVILLE		Yes	No	No	05/25/2023	2,786.15
MERC		38200	20841	Check	1	3631	SOUTHERN OREGON EDUCATION SEF		Yes	No	No	05/25/2023	342.00

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		38190	20842	Check	1	2042	TREASURE ISLAND RESORT&CASINO		Yes	No	No	05/25/2023	1,000.00
MERC		38197	20843	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	05/25/2023	290.00
MERC		38188	20844	Check	1	1789	UPS		Yes	No	No	05/25/2023	6.28
MERC		38191	20845	Check	1	2303	WABASHA-KELLOGG PUBLIC SCHOOL		Yes	No	No	05/25/2023	588.64
MERC		38217	20846	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	05/30/2023	3,124.03
MERC		38218	20847	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	05/30/2023	321.03
MERC		38261	20848	Check	1	3052	ACT, INC		Yes	No	No	06/09/2023	497.50
MERC		38271	20849	Check	1	3586	ADAM'S PEST CONTROL - MAIN	S Corporation	Yes	No	No	06/09/2023	51.00
MERC		38270	20850	Check	1	3510	aLEARNcoach	Ind/Sole Proprietor	Yes	No	No	06/09/2023	948.00
MERC		38267	20851	Check	1	3347	ASL INTERPRETING SERVICES, INC		Yes	No	No	06/09/2023	790.00
MERC		38269	20852	Check	1	3505	CAPITAL ONE		Yes	No	No	06/09/2023	750.36
MERC		38266	20853	Check	1	3329	CHASE CARD SERVICES		Yes	No	No	06/09/2023	11,177.06
MERC		38255	20854	Check	1	00433	CITY OF RED WING		Yes	No	No	06/09/2023	1,876.14
MERC		38264	20855	Check	1	3126	FERNBROOK FAMILY CENTER	S Corporation	Yes	No	No	06/09/2023	22,645.08
MERC		38259	20856	Check	1	2960	LANGUAGE LINE SERVICES	C Corporation	Yes	No	No	06/09/2023	94.93
MERC		38268	20857	Check	1	3467	MASSP		Yes	No	No	06/09/2023	620.00
MERC		38258	20858	Check	1	2699	MESPA		Yes	No	No	06/09/2023	703.00
MERC		38265	20859	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	06/09/2023	2,927.42
MERC		38256	20860	Check	1	2200	PETERSEN, LYNNE		Yes	No	No	06/09/2023	480.12
MERC		38272	20861	Check	1	3635	RELIABLE MEDICAL		Yes	No	No	06/09/2023	80.00
MERC		38263	20862	Check	1	3099	SCAN AIR FILTER, INC		Yes	No	No	06/09/2023	2,168.77
MERC		38262	20863	Check	1	3078	SHRED-N-GO	S Corporation	Yes	No	No	06/09/2023	73.89
MERC		38273	20864	Check	1	3636	STRAUSS, GAYLE		Yes	No	No	06/09/2023	72.00
MERC		38274	20865	Check	1	3637	TEC INDUSTRIAL INC		Yes	No	No	06/09/2023	12.60
MERC		38260	20866	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	06/09/2023	689.00
MERC		38257	20867	Check	1	2315	WINONA PUBLIC SCHOOLS		Yes	No	No	06/09/2023	145.24
MERC		38278	20868	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	06/15/2023	3,181.03
MERC		38279	20869	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	06/15/2023	320.91

Bank Total: \$886,682.82

Report Total: \$886,682.82

C. Staff Updates:

1. **Resignations:** *Karly Zyskowski, SLP - Colvill effective June 2, 2023*
2. **New Hire:** *Madasyn Austin, Speech/Language Pathologist - CF effective 2023-2024 SY; Madelyn Green, Speech/Language Pathologist - ZM effective 2023-2024 SY; Marissa Behrens, ECSE Teacher - CF effective 2023-2024 SY; Sarah Christensen, School Nurse - KW effective 2023-2024 SY; Tara Lodermeier, School Social Worker - GDH effective 2023-2024.*
3. **Transfers:** *Barb Calley, Building Support Specialist - Burnside Elementary to River Bluff Education Center effective August 14, 2023;*
4. **Re-assignment:** *Joni Schake, EBD Teacher - RBEC to Setting IV Paraprofessional - RBEC effective 2023-2024 School Year; Korissa Atkinson, Instructional Coach - LC to School Social Worker - LC effective 2023-2024 School Year; Lisa Banks, Building Support Specialist - 5RO to Administrative Assistant - 5RO/Director of Equity and Instructional Services/Coordinator of Alternat Programs effective 7/1/2023.*
5. **Leave Of Absence:** *Alicia Zorn, ECSE Teacher - ZM for the 2023-2024 SY.*

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

**Goodhue County Ed District
Reconciliation Worksheet Report
05/31/2023**

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1509	05/31/2023	6051	MERC	MERCHANTS BANK GENERAL

Worksheet has been Finalized

Statement Amount	1,435,137.41
Deposits in Transit	0.00
<u>Outstanding Payments</u>	
Checks	47,632.53
Wires	279.17
SHR - Payments	0.00
SHR - Third Party	0.00
Cash	0.00
ACH	0.00

Adjustment Amount (18,742.82)

Amount Per Bank 1,368,482.89

GL Account Balance 1,368,482.89

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

Difference 0.00

Adjustments

Manual	05/31/2023	KT	Wire	415.07	KT RECORDED IN JUNE
Manual	05/31/2023	SWEEP	Deposit	(19,157.89)	FROM SWEEP

Business Manager Report 6-21-23

Budget 2022-23 as of 5/31/23

We have received \$13,322,024 or 73.88% of the revised budget, compared to 70.38% at May 31, 2022 and 88.09% at May 31, 2021. We have expended \$13,180,182 or 72.40% of the revised budget, compared to 71.31% at May 31, 2022 and 38.83% at May 31, 2021.

Cash Flow

For your information

May Bank Rec

For your information



**GOODHUE CO ED DISTRICT
2022-23 CASH FLOW**

AS OF 6-15-23

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2022	-	-	4,420.75	-	-	328,507.53
7/1/2022	-	-	-	-	-	328,507.53
7/9/2022	-	-	192,045.25	-	-	520,552.78
7/15/2022	(527,984.68)	(258,490.28)	188,008.56	147,548.21	-	69,634.59
7/20/2022	-	-	428,203.01	-	-	497,837.60
7/31/2022	(394,212.36)	(226,502.63)	167.92	67,067.37	194,958.96	139,316.86
ENDING BALANCE	(922,197.04)	(484,992.91)	812,845.49	214,615.58	194,958.96	139,316.86

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2022	-	-	10,250.00	-	-	149,566.86
8/4/2022	-	(4,377.68)	-	-	-	145,189.18
8/15/2022	(841,683.63)	(282,146.39)	575,795.00	254,855.99	262,725.72	114,735.87
8/17/2022	-	-	311,812.64	-	345,446.54	771,995.05
8/30/2022	(748,091.81)	(279,592.24)	272,130.92	317,975.22	-	334,417.14
ENDING BALANCE	(1,589,775.44)	(566,116.31)	1,169,988.56	572,831.21	608,172.26	334,417.14

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2022	(173,938.39)	-	91,147.10	-	-	251,625.85
9/15/2022	(190,041.56)	(266,559.30)	-	414,114.87	186,746.53	395,886.39
9/17/2022	(711,977.72)	-	764,771.00	-	-	448,679.67
9/30/2022	(194,108.88)	(264,484.10)	133,033.74	415,244.70	-	538,365.13
ENDING BALANCE	(1,270,066.55)	(531,043.40)	988,951.84	829,359.57	186,746.53	538,365.13

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2022	-	-	376,639.82	-	289.56	915,294.51
10/9/2022	(265,226.16)	-	268,337.02	-	42,130.10	960,535.47
10/15/2022	(188,741.14)	(255,373.63)	419,227.09	70,308.91	-	1,005,956.70
10/20/2022	(283,865.22)	-	217,644.81	-	-	939,736.29
10/31/2022	(186,124.56)	(254,442.30)	1,736.64	164,803.03	-	665,709.10
ENDING BALANCE	(923,957.08)	(509,815.93)	1,283,585.38	235,111.94	42,419.66	665,709.10

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2022	(146,348.43)	-	-	-	-	519,360.67
11/5/2022	-	-	406,018.67	-	8,194.00	933,573.34
11/15/2022	(285,608.00)	(262,136.02)	-	180,280.65	-	566,109.97
11/20/2022	-	-	373,288.76	-	578,674.87	1,518,073.60
11/30/2022	(191,050.26)	(261,262.83)	1,428.14	186,792.15	-	1,253,980.80
ENDING BALANCE	(623,006.69)	(523,398.85)	780,735.57	367,072.80	586,868.87	1,253,980.80

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2022	(215,048.37)	-	267,881.60	-	-	1,306,814.03
12/8/2022	-	-	-	-	-	1,306,814.03
12/15/2022	(245,586.01)	(263,968.47)	216,104.76	214,694.49	-	1,228,058.80
12/20/2022	-	-	192,078.76	-	-	1,420,137.56
12/31/2022	(209,358.71)	(262,143.42)	2,948.55	117,106.08	-	1,068,690.06
ENDING BALANCE	(669,993.09)	(526,111.89)	679,013.67	331,800.57	-	1,068,690.06

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2023	-	(1,602.01)	-	-	-	1,067,088.05
1/8/2023	(320,383.41)	-	167,890.36	-	-	914,595.00
1/15/2023	(963,090.21)	(243,308.77)	215,537.68	194,799.37	-	118,533.07
1/20/2023	-	-	272,421.44	-	246,540.69	637,495.20
1/31/2023	(178,000.51)	(251,515.65)	2,032.83	156,141.44	-	366,153.31
ENDING BALANCE	(1,461,474.13)	(496,426.43)	-	657,882.31	350,940.81	246,540.69

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2023	(114,666.22)	-	349,174.32	-	-	600,661.41
2/15/2023	(417,980.26)	(253,307.89)	248,725.23	269,010.64	-	447,109.13
2/20/2023	-	-	14,472.42	-	-	461,581.55
2/28/2023	(183,258.40)	(254,164.57)	272,923.33	204,465.82	-	501,547.73
ENDING BALANCE	(715,904.88)	(507,472.46)	-	885,295.30	473,476.46	-

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2023	(283,014.50)	-	339,541.66	-	153,020.54	711,095.43
3/15/2023	(289,724.90)	(251,449.21)	248,691.21	204,465.83	6,983.48	630,061.84
3/20/2023	-	-	483,426.97	-	-	1,113,488.81
3/31/2023	(355,508.67)	(260,354.86)	1,400.64	378,527.75	-	877,553.67
ENDING BALANCE	(928,248.07)	(511,804.07)	-	1,073,060.48	582,993.58	160,004.02

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2023	-	-	126,501.16	-	-	1,004,054.83
4/15/2023	(478,685.81)	(249,028.68)	227,345.51	220,209.29	-	723,895.14
4/20/2023	-	-	94,306.12	-	-	818,201.26
4/30/2023	(348,996.58)	(246,917.39)	333,165.08	286,252.15	-	841,704.52
ENDING BALANCE	(827,682.39)	(495,946.07)	-	781,317.87	506,461.44	-

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2023	-	-	294,943.78	-	386,251.14	1,522,899.44
5/15/2023	(282,846.05)	(255,293.97)	286,865.41	204,465.82	-	1,476,090.65
5/20/2023	(144,806.88)	-	-	-	-	1,331,283.77
5/31/2023	(183,282.84)	(250,128.82)	266,144.96	204,465.82	-	1,368,482.89
ENDING BALANCE	(610,935.77)	(505,422.79)	-	847,954.15	408,931.64	386,251.14

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2023	(340,437.94)	-	-	1,833.37	-	1,029,878.32
6/15/2023	(215,818.32)	(297,490.72)	-	-	-	516,569.28
6/20/2023	-	-	162,045.81	204,465.82	-	883,080.91
6/30/2023	(438,244.58)	(291,515.01)	265.87	-	243,977.04	397,564.24
ENDING BALANCE	(994,500.84)	(589,005.73)	-	162,311.69	206,299.19	243,977.04
TOTALS	(11,537,741.97)	(6,247,556.84)	-	10,122,942.31	5,079,894.79	2,655,939.17

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

Goodhue Co Ed District | May 31, 2023

REVENUE CATEGORIES				May 31, 2023 May 31, 2022 May 31, 2021					Current YTD vs. PYTD	May 31, 2022	May 31, 2021
	June 30, 2021	June 30, 2022	Revised Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received			
	STATE	3,609,943	4,813,151	5,071,764	4,074,279	997,485	80.33%	81.56%			
FEDERAL	2,036,519	2,251,202	2,550,560	1,558,217	992,343	61.09%	51.13%	56.52%	407,203	1,151,014	1,151,096
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INS RECOVERY & JUDGEMENTS	13,769	685	2,000	(38)	2,038	-1.91%	100.00%	86.21%	(723)	685	11,871
SALE OF BONDS & LOANS	13,482,888	0	0	0	0	0.00%	0.00%	99.55%	0	0	13,422,003
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	7,804,973	9,223,672	10,407,571	7,689,567	2,718,004	73.88%	69.25%	79.34%	1,302,131	6,387,436	6,192,400
TOTALS	26,948,092	16,288,710	18,031,895	13,322,024	4,709,871	73.88%	70.38%	88.09%	1,857,397	11,464,627	23,739,139

EXPENDITURES (OBJECT SERIES)				May 31, 2023 May 31, 2022 May 31, 2021					Current YTD vs. PYTD	May 31, 2022	May 31, 2021
	June 30, 2021	June 30, 2022	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
	SALARIES & WAGES	6,937,882	8,344,468	9,357,757	7,427,163	1,930,594	79.37%	77.45%			
EMPLOYEE BENEFITS	1,779,020	2,223,951	2,524,945	1,984,344	540,602	78.59%	78.31%	78.90%	242,788	1,741,555	1,403,605
PURCHASED SERVICES	16,797,588	3,795,640	4,393,463	1,999,501	2,393,962	45.51%	41.58%	9.36%	421,189	1,578,312	1,572,525
SUPPLIES	386,950	890,342	750,603	622,387	128,216	82.92%	88.09%	95.85%	(161,905)	784,293	370,910
EQUIPMENT	1,028,313	1,128,431	1,159,045	1,124,220	34,825	97.00%	98.50%	164.43%	12,736	1,111,484	1,690,813
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	77,636	21,215	19,190	22,568	(3,378)	117.60%	95.04%	33.77%	2,404	20,163	26,215
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	130
TOTALS	27,007,389	16,404,047	18,205,003	13,180,182	5,024,821	72.40%	71.31%	38.83%	1,481,758	11,698,424	10,487,447

EXPENDITURES (PROGRAM SERIES)				May 31, 2023 May 31, 2022 May 31, 2021					Current YTD vs. PYTD	May 31, 2022	May 31, 2021
	June 30, 2021	June 30, 2022	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
	SITE ADMINISTRATION	97,953	287,209	331,650	265,457	66,193	80.04%	90.91%			
DISTRICT ADMINISTRATION	79,846	69,508	74,533	60,344	14,189	80.96%	87.52%	88.72%	(490)	60,834	70,836
SUPPORT SERVICES	227,526	245,155	258,749	360,552	(101,803)	139.34%	135.38%	130.09%	28,656	331,895	295,999
REGULAR INSTRUCTION	1,438,628	2,522,391	2,870,775	1,703,876	1,166,899	59.35%	53.83%	46.10%	346,083	1,357,793	663,166
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	327,195	351,614	292,187	209,859	82,328	71.82%	66.13%	74.09%	(22,654)	232,513	242,417
SPECIAL EDUCATION	7,977,265	9,014,155	10,257,108	7,474,754	2,782,354	72.87%	69.87%	68.74%	1,176,780	6,297,974	5,483,858
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	448,170	698,392	584,806	305,484	279,322	52.24%	75.14%	93.50%	(219,303)	524,787	419,045
PUPIL SUPPORT SERVICES	1,586,429	1,800,017	2,051,663	1,466,273	585,390	71.47%	73.85%	73.40%	137,002	1,329,271	1,164,455
FACILITIES	1,502,112	1,415,606	1,483,532	1,333,583	149,949	89.89%	91.99%	137.56%	31,341	1,302,242	2,066,308
OTHER FINANCING USES	13,322,265	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	27,007,389	16,404,047	18,205,003	13,180,182	5,024,821	72.40%	71.31%	38.83%	1,481,758	11,698,424	10,487,447

SUMMARY - ALL FUNDS				May 31, 2023 May 31, 2022 May 31, 2021					Current YTD vs. PYTD	May 31, 2022	May 31, 2021
	June 30, 2021	June 30, 2022	Revised Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
	REVENUE	26,948,092	16,288,710	18,031,895	13,322,024	4,709,871	73.88%	70.38%			
EXPENDITURES	27,007,389	16,404,047	18,205,003	13,180,182	5,024,821	72.40%	71.31%	38.83%	1,481,758	11,698,424	10,487,447
SPENDING VARIANCE	(59,297)	(115,336)	(173,108)	141,842	N/A	N/A	N/A	N/A	375,639	(233,797)	13,251,692

Imagine. Explore. Persist.

Enhancing Educational Opportunities Through Interdistrict Cooperation

GCED

As a district, we are committed to the success of all students by ensuring access to high-quality instruction responsive to their needs and delivered by effective and culturally responsive educators.



STRATEGIC PLAN

01

MTSS

02

**Effective
Networking
Meetings**

03

**Onboarding
of Admin**

READING CENTER

for Prevention and Early
Intervention

17



Reading Center Improvement Overview

Dr. Weston Johnson

Coordinator of Early Reading Interventions &
Dyslexia Specialist



6/03/2022



DR. WESTON JOHNSON

ROLES

Coordinator of Early
Reading Intervention
Services

Dyslexia Specialist

Instructional Coach

ABOUT

Dr. Weston Johnson is a dedicated educational professional with a passion for supporting struggling readers.

For over a decade, he has worked to improve reading instruction for all students.

As a dyslexia specialist, he forms partnership with teachers and parents to overcome learning challenges.

EDUCATION

Learning Disabilities, B.S.

K-12 Reading Specialist,
Certificate

Literacy Education, M.A.

Organizational
Leadership, Ed.D.



OUR MISSION

The Reading Center's mission is to ensure all students receive high-quality reading instruction, achieve reading proficiency, and grow into lifelong readers.

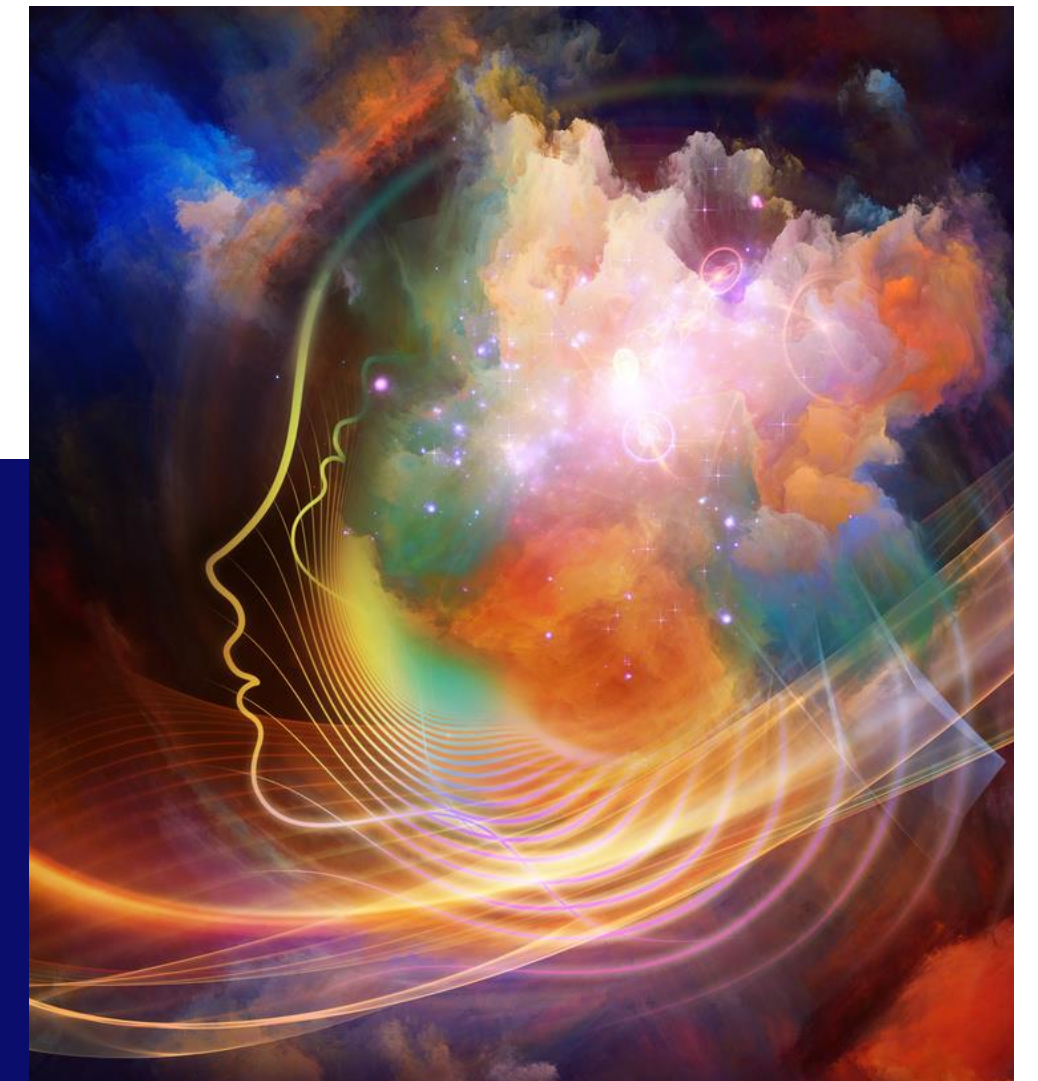
OUR VISION

The Reading Center's vision is to see teachers and parents forming partnerships to provide high-quality reading instruction that supports all students based on their needs to become readers.



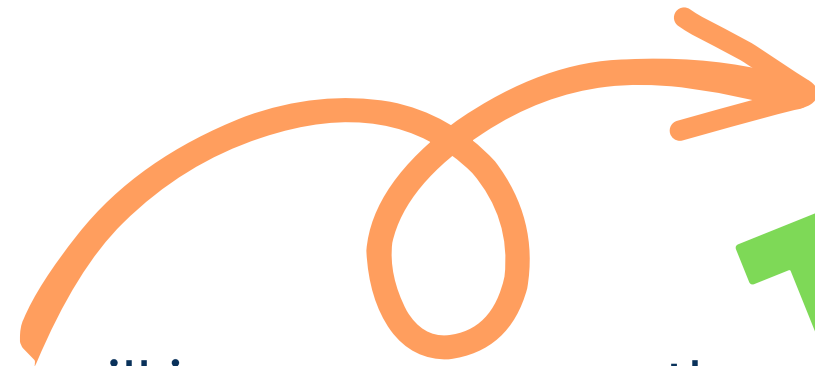
OUR COMMITMENTS

- Focus on high-impact reading skills and instruction.
- Build partnerships with teachers and parents.
- Develop positive relationships with educational partners.
- Collaborate in meaningful ways to support students.
- Distribute knowledge and resources to achieve desired outcomes.



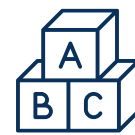
OUR GOAL

Reading outcomes will increase across the Goodhue County Education District.



THEY DID!
KW Proficiency is up.
GCED trend is up.

Strategic Priorities



Focus on foundational reading skills.



Target high impact, evidence-based reading skills with effective reading instructions.



Provide effective, on-going professional learning opportunities to educational partners.



Reading Project

Recognition

The Tier 1 Improvement Pilot in KW would not have shown such positive fall-to-winter improvement without the ongoing alignment of early reading support by a group of dedicated educators.

22

MADISON ANDRIST

KATIE VALEK

TANYA SHORT

PAUL PUTT

JAKE WIEME

TRACEY FLOM

STEPHANIE
WUNDERLICH

ARELY RAMIREZ

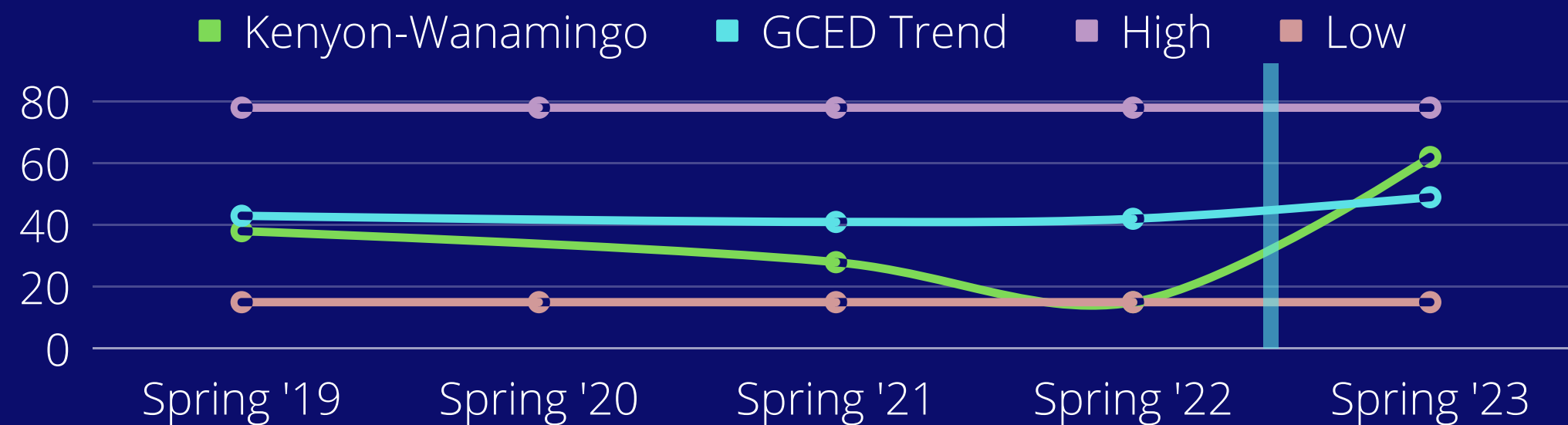
KATELYNN LEIBOLD

KW Foundational Reading Proficiency



Historical	Improvement	GCED Rank
BEST KW spring proficiency levels	+47% more students proficient than last year	2nd out of 6 (tied)

Foundational Reading Proficiency (Historical Spring)



Note 1: Data is percentage of kindergarten students.

Note 2: Improvement project line between Spring '22 and Spring '23.

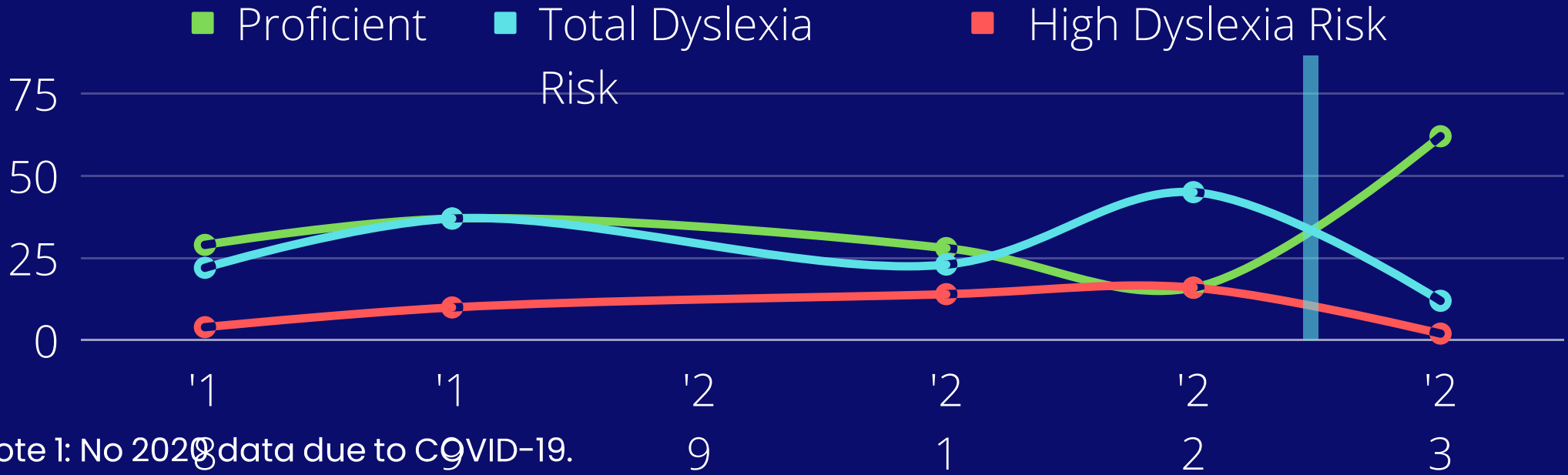
Note 3: High and Low are the GCED historical highest and lowest levels.

KW Foundational Reading Proficiency & Dyslexia Screening



Proficiency	Total Dyslexia	High Dyslexia
62% of students met proficiency	12% Total Dyslexia Risk (below nat'l 15%)	2% High Dyslexia Risk (below nat'l 5%)

Proficiency & Dyslexia Risk Trends (Historical Outcomes)



Note 1: No 2020 data due to COVID-19.

Note 2: Data is percentage of kindergarten students (require fall and spring scores).

KW

IMPROVEMENTS

- **Apply things learned from pilot.**
 - Add mastery checks and small groups.
 - Make adjustments to ELA block.
- **Improve parent communication.**
 - Analyze changes across grades.
 - Adjust communication templates.
- **Maintain expectations.**
 - Instr. coach checks implementation fidelity.
 - Principal/superintendent demonstrates support.

GCED-WIDE **NEXT STEPS**

- **2023-2024**

- Pilot First Grade in KW and SPED GCED-Wide.
- Add more schools to kindergarten plan.
- Add EOY leadership data and improvement mtgs.
- Add support for ELA block expansion.
- Add Science of Reading cohort.

- **Future Years**

- Add subsequent grades to KW pilot.
- Add subsequent grades GCED-Wide.

**HOW CAN WE
WORK
TOGETHER?**



www.gced.k12.mn.us/readingcenter

- C. Social Worker Fund
- D. Summer Unemployment Insurance Update
- V. **Old Business:**
 - A. Unpaid Lunch Balance Challenge
- VI. **New Business:**
 - A. Preliminary Budget for FY24

Goodhue Co Ed District
Budget / Fund Balance Overview (BUDGET)

Preliminary 2023-24

General Fund - 01	Beginning				End of Year	Net Increase
	Fund Balance	Revenues	Expenditures	Transfers	Proj. Balance	or Decrease
422 Unassigned Fund Balance	1,119,987	17,074,054	17,156,328	-	1,037,713	(82,274)
	6.83%				5.52%	
Restricted						
434 Area Learning Center	-	1,123,612	1,123,612	-	-	-
441 Basic Skills Programs	-	376,365	376,365	-	-	-
467 Long-Term Facilities Maint	71,346	86,370	86,370	-	71,346	-
472 Medical Assistance	-	60,922	60,922	-	-	-
Subtotal Restricted	71,346	1,647,269	1,647,269	-	71,346	-
460 Nonspendable	114,220	-	-	-	114,220	-
Total General Fund	1,305,553	18,721,323	18,803,597	-	1,223,279	(82,274)
Total All Funds:	1,305,553	18,721,323	18,803,597	-	1,223,279	(82,274)

CANNON FALLS PUBLIC SCHOOLS								
FY 24 BILL FOR SERVICES								
PRELIMINARY JUNE 2023								
SPECIAL EDUCATION SERVICES								
		FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE
ECSE								
	Marissa Behrens	1.00	46,766.00	0.00	3,897.17	740	396	STATE SP ED
	Benefits		8,399.00	0.00	699.92	740	397	STATE SP ED
	Nicole Meyer	0.60	36,756.00	0.00	3,063.00	740	396	STATE SP ED
	Benefits		6,931.00	0.00	577.58	740	397	STATE SP ED
	Sue Bodenhamer	0.16	11,347.00	0.00	945.58	740	396	STATE SP ED
	Benefits		3,398.00	0.00	283.17	740	397	STATE SP ED
	Lindsay Woodard	0.10	12,170.00	0.00	1,014.17	740	396	STATE SP ED
	Benefits		3,567.00	0.00	297.25	740	397	STATE SP ED
	Substitutes		1,000.00	0.00	83.33	740	399	STATE SP ED
OT/PT SERVICES								
	Monica Capra	0.15	11,068.00	0.00	922.33	740	396	STATE SP ED
	Benefits		2,441.00	0.00	203.42	740	397	STATE SP ED
	Teasha Archambault	0.33	31,323.00	0.00	2,610.25	740	396	STATE SP ED
	Benefits		10,060.00	0.00	838.33	740	397	STATE SP ED
	Arlie McLaren	0.29	24,494.00	0.00	2,041.17	740	396	STATE SP ED
	Benefits		4,056.00	0.00	338.00	740	397	STATE SP ED
	Katee Bowe	0.16	11,237.00	0.00	936.42	740	396	STATE SP ED
	Benefits		1,863.00	0.00	155.25	740	397	STATE SP ED
SPECIAL ED COORDINATOR								
	Alisha Dalsin	1.00	93,802.00	0.00	7,816.83	740	396	STATE SP ED
	Benefits		22,641.00	0.00	1,886.75	740	397	STATE SP ED
SPEECH LANGUAGE PATHOLOGIST								
	Lynn Booth	1.00	86,786.00	0.00	7,232.17	740	396	STATE SP ED
	Benefits		21,641.00	0.00	1,803.42	740	397	STATE SP ED
	Madasyn Austin	1.00	55,122.00	0.00	4,593.50	740	396	STATE SP ED
	Benefits		17,938.00	0.00	1,494.83	740	397	STATE SP ED
PSYCHOLOGIST								
	Kristin Kirk	1.00	105,616.00	0.00	8,801.33	740	396	STATE SP ED
	Benefits		19,622.00	0.00	1,635.17	740	397	STATE SP ED
SOCIAL WORK								
	Courtney Skluzacek	1.00	53,380.00	0.00	4,448.33	740	396	STATE SP ED
	Benefits		16,554.00	0.00	1,379.50	740	397	STATE SP ED
	Laura Burvee	1.00	70,805.00	0.00	5,900.42	740	396	STATE SP ED
	Benefits		25,359.00	0.00	2,113.25	740	397	STATE SP ED
REGULAR EDUCATION SERVICES								
ENGLISH AS A SECOND LANGUAGE								
	Casey O'Donnell	0.60	37,677.00	0.00	3,139.75	317	396	COMP ED
	Benefits		10,675.00	0.00	889.58	317	397	COMP ED
	Iliana Espiricueta	0.20	7,305.00	0.00	608.75	317	396	COMP ED
	Benefits		1,138.00	0.00	94.83	317	397	COMP ED
INSTRUCTIONAL COACHING								
	Catherine Stark	1.00	0.00	0.00	0.00	000	305	GEN FUND
COMMUNITY EDUCATION SERVICES								
SCHOOL READINESS								
			0.00	0.00	0.00			
OPERATIONS COSTS								
	LEASE		137,387.63	0.00	11,448.97	000	390	LEASE LEVY
	LTFM		12,612.06	0.00	1,051.01	000	390	LTFM LEVY
	ADMINISTRATIVE		19,499.00	0.00	1,624.92	000	305	SUB GRANT
	OPERATING FEE		31,200.00	0.00	2,600.00	000	305	GEN FUND
TOTAL			1,073,635.69	0.00	89,469.64			

GOODHUE PUBLIC SCHOOL

FY 24 BILL FOR SERVICES

PRELIMINARY JUNE 2023

SPECIAL EDUCATION SERVICES							
	FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE
EARLY CHILDHOOD							
Katherine Gadiant	0.50	24,303.00	0.00	2,025.25	740	396	STATE SP ED
Sarah Bauer	0.14	10,117.00	0.00	843.08	740	396	STATE SP ED
Sue Bodenhamer	0.06	4,255.00	0.00	354.58	740	396	STATE SP ED
Lindsay Woodard	0.03	3,651.00	0.00	304.25	740	396	STATE SP ED
Benefits		10,144.00	0.00	845.33	740	397	STATE SP ED
Substitutes		400.00	0.00	33.33	740	399	STATE SP ED
OT/PT SERVICES							
Monica Capra	0.05	3,689.00	0.00	307.42	740	396	STATE SP ED
Teasha Archambault	0.10	9,492.00	0.00	791.00	740	396	STATE SP ED
Katee Bowe	0.05	3,746.00	0.00	312.17	740	396	STATE SP ED
Olivia Dick	0.26	16,402.00	0.00	1,366.83	740	396	STATE SP ED
Benefits		7,270.00	0.00	605.83	740	397	STATE SP ED
SPECIAL ED COORDINATOR							
Jill Rohan	0.40	35,882.00	0.00	2,990.17	740	396	STATE SP ED
Benefits		11,823.00	0.00	985.25	740	397	STATE SP ED
SPEECH							
Rebecca Nolan	0.80	71,055.00	0.00	5,921.25	740	396	STATE SP ED
Benefits		17,811.00	0.00	1,484.25	740	397	STATE SP ED
PSYCHOLOGIST							
Makenna Holt	0.60	54,196.00	0.00	4,516.33	740	396	STATE SP ED
Benefits		9,601.00	0.00	800.08	740	397	STATE SP ED
SOCIAL WORK							
Kamie Lodermeier	0.50	31,682.00	0.00	2,640.17	740	396	STATE SP ED
Tara Lodermeier	0.50	24,769.00	0.00	2,064.08	740	396	STATE SP ED
Benefits		15,192.00	0.00	1,266.00	740	397	STATE SP ED
ASL INTERPRETER							
Michelle Kremer	0.58	24,591.00	0.00	2,049.25	740	396	STATE SP ED
Benefits		6,449.00	0.00	537.42	740	397	STATE SP ED
REGULAR EDUCATION SERVICES							
ENGLISH AS A SECOND LANGUAGE							
Anna Herman	1.00	70,918.00	0.00	5,909.83	317	396	COMP ED
Meyer Beckner	0.50	25,439.00	0.00	2,119.92	317	396	COMP ED
Iliana Espiricueta	0.20	7,305.00	0.00	608.75	317	396	COMP ED
Benefits		24,760.00	0.00	2,063.33	317	397	COMP ED
Substitutes		1,000.00	0.00	83.33	317	396	COMP ED
SOCIAL WORK							
Kamie Lodermeier	0.50	31,682.00	0.00	2,640.17	000	396	GEN FUND
Tara Lodermeier	0.50	24,768.00	0.00	2,064.00	000	396	GEN FUND
Benefits		15,192.00	0.00	1,266.00	000	397	GEN FUND
CLASSROOM							
Katherine Gadiant	0.50	24,303.00	0.00	2,025.25	000	396	GEN FUND
Benefits		4,507.00	0.00	375.58	000	397	GEN FUND
INSTRUCTIONAL COACHING							
Courtney Bonnin	1.00	0.00	0.00	0.00	000	305	GEN FUND
COMMUNITY EDUCATION SERVICES							
ECFE							
Jennifer Taylor	0.10	5,406.00	0.00	450.50	325	396	COMM ED
Wendie Christianson	0.10	6,909.00	0.00	575.75	325	396	COMM ED
Benefits		2,020.00	0.00	168.33	325	397	COMM ED
SCHOOL READINESS							
		0.00	0.00	0.00			
OPERATIONS COSTS							
LEASE		88,154.18	0.00	7,346.18	000	390	LEASE LEVY
LTFM		8,214.66	0.00	684.56	000	390	LTFM LEVY
ADMINISTRATIVE		5,876.00	0.00	489.67	000	305	SUB GRANT
OPERATING FEE		21,510.00	0.00	1,792.50	000	305	GEN FUND
TOTAL		764,483.84	0.00	63,706.99			

KENYON-WANAMINGO PUBLIC SCHOOLS									
FY 24 BILL FOR SERVICES									
PRELIMINARY JUNE 2023									
SPECIAL EDUCATION SERVICES									
	FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE		
EARLY CHILDHOOD									
Stephanie Wunderlich	1.00	58,086.00	0.00	4,840.50	740	396	STATE SP ED		
Nicole Meyer	0.40	24,504.00	0.00	2,042.00	740	396	STATE SP ED		
Sue Bodenhamer	0.12	8,510.00	0.00	709.17	740	396	STATE SP ED		
Morgan Price	0.15	10,174.00	0.00	847.83	740	396	STATE SP ED		
Lindsay Woodard	0.07	8,519.00	0.00	709.92	740	396	STATE SP ED		
Benefits		28,936.00	0.00	2,411.33	740	397	STATE SP ED		
Travel		800.00	0.00	66.67	740	366	STATE SP ED		
Substitutes		2,500.00	0.00	208.33	740	399	STATE SP ED		
PARPROFESSIONALS									
Annette Kraft	1.00	26,626.00	0.00	2,218.83	740	396	STATE SP ED		
Benefits		5,756.00	0.00	479.67	740	397	STATE SP ED		
Substitutes		1,000.00	0.00	83.33	740	399	STATE SP ED		
OT/PT SERVICES									
Monica Capra	0.10	7,379.00	0.00	614.92	740	396	STATE SP ED		
Teasha Archambault	0.21	19,933.00	0.00	1,661.08	740	396	STATE SP ED		
Nicole Yusten	0.41	30,715.00	0.00	2,559.58	740	396	STATE SP ED		
Katee Bowe	0.11	8,240.00	0.00	686.67	740	396	STATE SP ED		
Benefits		19,998.00	0.00	1,666.50	740	397	STATE SP ED		
SPEECH LANGUAGE PATHOLOGIST									
Megan Olson	1.00	86,164.00	0.00	7,180.33	740	396	STATE SP ED		
Benefits		15,552.00	0.00	1,296.00	740	397	STATE SP ED		
NURSING SERVICES									
Sarah Christensen	0.09	4,931.00	0.00	410.92	740	396	STATE SP ED		
Benefits		1,628.00	0.00	135.67	740	397	STATE SP ED		
PSYCHOLOGIST									
Kelsey Lemmon	0.80	69,454.00	0.00	5,787.83	740	396	STATE SP ED		
Benefits		12,892.00	0.00	1,074.33	740	397	STATE SP ED		
ASST DIRECTOR									
Amy Buchal	1.00	112,074.00	0.00	9,339.50	740	305	STATE SP ED		
Benefits		25,756.00	0.00	2,146.33	740	397	STATE SP ED		
REGULAR EDUCATION SERVICES									
ENGLISH AS A SECOND LANGUAGE									
Rebecca Quelle	0.70	36,896.00	0.00	3,074.67	317	396	COMP ED		
Iliana Espiricueta	0.20	7,305.00	0.00	608.75	317	396	COMP ED		
Benefits		17,679.00	0.00	1,473.25	317	397	COMP ED		
Substitutes		500.00	0.00	41.67	317	399	COMP ED		
Travel between sites		1,000.00	0.00	83.33	317	366	COMP ED		
Rebecca Quelle	0.30	15,812.00	0.00	1,317.67	000	396	OTHER SOURCE		
Benefits		6,919.00	0.00	576.58	000	397	OTHER SOURCE		
NURSING									
Sarah Christensen	0.83	44,382.00	0.00	3,698.50	000	396	GEN FUND		
Benefits		14,643.00	0.00	1,220.25	000	397	GEN FUND		
Travel - between sites		500.00	0.00	41.67	000	366	GEN FUND		
INSTRUCTIONAL COACHING									
Jake Weime / Cheryl Dahl	1.00	0.00	0.00	0.00	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		91,631.52	0.00	7,635.96	000	390	LEASE LEVY		
LTFM		8,203.06	0.00	683.59	000	390	LTFM LEVY		
ADMINISTRATIVE		12,821.00	0.00	1,068.42	000	305	SUB GRANT		
OPERATING FEE		19,380.00	0.00	1,615.00	000	305	GEN FUND		
TOTAL		867,798.58	0.00	72,316.55					

LAKE CITY PUBLIC SCHOOLS							
FY 24 BILL FOR SERVICES							
PRELIMINARY JUNE 2023							
SPECIAL EDUCATION SERVICES							
	FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE
ECSE							
Sarah Bauer	0.40	28,905.00	0.00	2,408.75	740	396	STATE SP ED
Lindsay Woodard	0.09	10,953.00	0.00	912.75	740	396	STATE SP ED
Benefits		11,391.00	0.00	949.25	740	397	STATE SP ED
OT/PT SERVICES							
Monica Capra	0.13	9,592.00	0.00	799.33	740	396	STATE SP ED
Jayne Molde-Boeding	0.26	25,684.00	0.00	2,140.33	740	396	STATE SP ED
Katee Bowe	0.14	10,488.00	0.00	874.00	740	396	STATE SP ED
Olivia Dick	0.74	46,684.00	0.00	3,890.33	740	396	STATE SP ED
Benefits		19,902.00	0.00	1,658.50	740	397	STATE SP ED
PSYCHOLOGIST							
Brittany Liljevall	1.00	92,402.00	0.00	7,700.17	740	396	STATE SP ED
Benfits		15,868.00	0.00	1,322.33	740	397	STATE SP ED
SOCIAL WORK							
Korissa Atkinson	1.00	54,913.00	0.00	4,576.08	740	396	STATE SP ED
Benefits		9,503.00	0.00	791.92	740	397	STATE SP ED
SPEECH LANGUAGE PATHOLOGIST							
Stephanie Weisenbeck	1.00	80,390.00	0.00	6,699.17	740	396	STATE SP ED
Madeline Ocel	1.00	66,768.00	0.00	5,564.00	740	396	STATE SP ED
Benefits		38,944.00	0.00	3,245.33	740	397	STATE SP ED
SPECIAL ED COORDINATOR							
Jill Rohan	0.60	53,822.00	0.00	4,485.17	740	396	STATE SP ED
Benefits		17,491.00	0.00	1,457.58	740	397	STATE SP ED
REGULAR EDUCATION SERVICES							
ENGLISH AS A SECOND LANGUAGE							
Jeimmy Yusty-Rojas	0.10	3,946.00	0.00	328.83	317	396	COMP ED
Iliana Espiricueta	0.20	7,305.00	0.00	608.75	317	396	COMP ED
Benefits		1,946.00	0.00	162.17	317	397	COMP ED
INSTRUCTIONAL COACHING							
Amy Heise	1.00	0.00	0.00	0.00	000	305	GEN FUND
COMMUNITY EDUCATION SERVICES							
OPERATIONS COSTS							
LEASE		149,876.10	0.00	12,489.68	000	390	LEASE LEVY
LTFM		13,424.25	0.00	1,118.69	000	390	LTFM LEVY
ADMINISTRATIVE		16,383.00	0.00	1,365.25	000	305	SUB GRANT
OPERATING FEE		35,250.00	0.00	2,937.50	000	305	GEN FUND
TOTAL		821,830.35	0.00	68,485.86			

RED WING PUBLIC SCHOOLS								
FY 24 BILL FOR SERVICES								
PRELIMINARY JUNE 2023								
SPECIAL EDUCATION SERVICES								
		FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE
SPEECH PATHOLOGIST								
Megan Senechal		0.70	53,817.00	0.00	4,484.75	740	396	STATE SP ED
	Benefits		18,273.00	0.00	1,522.75	740	397	STATE SP ED
Shannon Siepelmeier		1.00	80,492.00	0.00	6,707.67	740	396	STATE SP ED
	Benefits		20,121.00	0.00	1,676.75	740	397	STATE SP ED
Cori Pelletier		1.00	69,148.00	0.00	5,762.33	740	396	STATE SP ED
	Benefits		19,201.00	0.00	1,600.08	740	397	STATE SP ED
Lindsay Woodard		0.26	31,642.00	0.00	2,636.83	740	396	STATE SP ED
	Benefits		9,276.00	0.00	773.00	740	397	STATE SP ED
OPEN (Zyskowski)		1.00	84,464.00	0.00	7,038.67	740	396	STATE SP ED
	Benefits		20,963.00	0.00	1,746.92	740	397	STATE SP ED
Ashlyn Werner		1.00	57,457.00	0.00	4,788.08	740	396	STATE SP ED
	Benefits		18,601.00	0.00	1,550.08	740	397	STATE SP ED
EARLY CHILDHOOD B-3								
Missy Carlson		1.00	63,915.00	0.00	5,326.25	740	396	STATE SP ED
	Benefits		24,627.00	0.00	2,052.25	740	397	STATE SP ED
Substitutes			1,300.00	0.00	108.33	740	399	STATE SP ED
OT/PT SERVICES								
Monica Capra		0.38	27,301.00	0.00	2,275.08	740	396	STATE SP ED
	Benefits		6,021.00	0.00	501.75	740	397	STATE SP ED
Alison Hanlin		1.00	89,918.00	0.00	7,493.17	740	396	STATE SP ED
	Benefits		13,725.00	0.00	1,143.75	740	397	STATE SP ED
Katee Bowe		0.40	29,965.00	0.00	2,497.08	740	396	STATE SP ED
	Benefits		4,969.00	0.00	414.08	740	397	STATE SP ED
Mary Testen		0.60	49,677.00	0.00	4,139.75	740	396	STATE SP ED
	Benefits		12,409.00	0.00	1,034.08	740	397	STATE SP ED
Arlie McLaren		0.71	59,969.00	0.00	4,997.42	740	396	STATE SP ED
	Benefits		11,931.00	0.00	994.25	740	397	STATE SP ED
Jayne Molde-Boeding		0.74	73,101.00	0.00	6,091.75	740	396	STATE SP ED
	Benefits		22,039.00	0.00	1,836.58	740	397	STATE SP ED
PSYCHOLOGIST								
Molly Paulson		1.00	105,616.00	0.00	8,801.33	740	396	STATE SP ED
	Benefits		19,965.00	0.00	1,663.75	740	397	STATE SP ED
Candis Rome		0.80	79,028.00	0.00	6,585.67	740	396	STATE SP ED
	Benefits		14,264.00	0.00	1,188.67	740	397	STATE SP ED
Michelle Lundberg Bogner		1.00	81,817.00	0.00	6,818.08	740	396	STATE SP ED
	Benefits		27,882.00	0.00	2,323.50	740	397	STATE SP ED
Alexis Ebert		1.00	81,817.00	0.00	6,818.08	740	396	STATE SP ED
	Benefits		21,279.00	0.00	1,773.25	740	397	STATE SP ED
OPEN - Field		0.80	57,454.00	0.00	4,787.83	740	396	STATE SP ED
	Benefits		23,779.00	0.00	1,981.58	740	397	STATE SP ED
SOCIAL WORKER								
Kaycee Tulip		1.00	49,034.00	0.00	4,086.17	740	396	STATE SP ED
	Benefits		10,601.00	0.00	883.42	740	397	STATE SP ED
Ashley Nelson		1.00	62,795.00	0.00	5,232.92	740	396	STATE SP ED
	Benefits		11,600.00	0.00	966.67	740	397	STATE SP ED
Liz Kittelson		1.00	78,551.00	0.00	6,545.92	740	396	STATE SP ED
	Benefits		14,486.00	0.00	1,207.17	740	397	STATE SP ED
SPECIAL ED ADMIN								
Kayla Awolope		1.00	106,222.00	0.00	8,851.83	740	305	STATE SP ED
	Benefits		32,167.00	0.00	2,680.58	740	397	STATE SP ED
Carrie Hansen		0.50	44,852.00	0.00	3,737.67	740	396	STATE SP ED
	Benefits		17,474.00	0.00	1,456.17	740	397	STATE SP ED
SP ED NURSING SERVICES								
Soliant Health			45,000.00	0.00	3,750.00	740	399	STATE SP ED
DUE PROCESS SECRETARIES								
Kris Jurgenson		0.50	29,125.00	0.00	2,427.08	740	396	STATE SP ED
	Benefits		8,710.00	0.00	725.83	740	397	STATE SP ED
REGULAR EDUCATION SERVICES								
ENGLISH AS A SECOND LANGUAGE								
Linda Hodgell		1.00	61,708.00	0.00	5,142.33	317	396	COMP ED
	Benefits		23,866.00	0.00	1,988.83	317	397	COMP ED
Jeimy Yusty Rojas		0.90	35,511.00	0.00	2,959.25	317	396	COMP ED
	Benefits		7,244.00	0.00	603.67	317	397	COMP ED
Substitutes			1,000.00	0.00	83.33	317	399	COMP ED
Travel between sites			350.00	0.00	29.17	317	366	COMP ED
INSTRUCTIONAL COACHING								
Brenda Houck		1.00	0.00	0.00	0.00	000	305	GEN FUND
OPERATIONS COSTS								
LEASE			308,749.66	0.00	25,729.14	000	390	LEASE LEVY
LTFM			28,472.86	0.00	2,372.74	000	390	LTFM LEVY
ADMINISTRATIVE			47,812.00	0.00	3,984.33	000	305	SUB GRANT
OPERATING FEE			73,770.00	0.00	6,147.50	000	305	GEN FUND
TOTAL			2,586,323.52	0.00	215,526.96			

ZUMBROTA-MAZEPPA PUBLIC SCHOOLS							
FY 24 BILL FOR SERVICES							
PRELIMINARY JUNE 2023							
SPECIAL EDUCATION SERVICES							
	FTE	ANNUAL AMT	INVOICED TO DATE	REMAINING PER MONTH	FIN	OBJ	REV SOURCE
EARLY CHILDHOOD							
Alicia Zorn	1.00	58,340.00	0.00	4,861.67	740	396	STATE SP ED
Sue Bodenhamer	0.16	11,347.00	0.00	945.58	740	396	STATE SP ED
Sarah Bauer	0.46	33,241.00	0.00	2,770.08	740	396	STATE SP ED
Lindsay Woodard	0.10	12,170.00	0.00	1,014.17	740	396	STATE SP ED
Morgan Price	0.20	13,566.00	0.00	1,130.50	740	396	STATE SP ED
Substitutes		1,500.00	0.00	125.00	740	396	STATE SP ED
Benefits		29,044.00	0.00	2,420.33	740	397	STATE SP ED
Travel between Sites		100.00	0.00	8.33	740	366	STATE SP ED
OT/PT SERVICES							
Monica Capra	0.15	11,068.00	0.00	922.33	740	396	STATE SP ED
Teasha Archambault	0.31	29,425.00	0.00	2,452.08	740	396	STATE SP ED
Katee Bowe	0.15	11,237.00	0.00	936.42	740	396	STATE SP ED
Nicole Yusten	0.59	44,199.00	0.00	3,683.25	740	396	STATE SP ED
Benefits		29,003.00	0.00	2,416.92	740	397	STATE SP ED
ASL INTERPRETER							
Michelle Kremer	0.42	16,394.00	0.00	1,366.17	740	396	STATE SP ED
Benefits		4,299.00	0.00	358.25	740	397	STATE SP ED
SPEECH LANGUAGE PATHOLOGIST							
Megan Carlson	1.00	82,894.00	0.00	6,907.83	740	396	STATE SP ED
Madelyn Green	1.00	58,380.00	0.00	4,865.00	740	396	STATE SP ED
Benefits		39,175.00	0.00	3,264.58	740	397	STATE SP ED
ASSISTANT DIRECTOR SPECIAL ED							
Wendy Ahren	0.50	61,928.00	0.00	5,160.67	740	305	STATE SP ED
Benefits		13,657.00	0.00	1,138.08	740	397	STATE SP ED
NURSING SERVICES							
Tiffany Boraas	0.10	6,108.00	0.00	509.00	740	396	STATE SP ED
Britney Conrad	0.10	2,667.00	0.00	222.25	740	396	STATE SP ED
Sally Rude	0.10	5,657.00	0.00	471.42	740	396	STATE SP ED
Benefits		4,537.00	0.00	378.08	740	397	STATE SP ED
PSYCHOLOGIST							
Abby Bartelma	1.00	101,116.00	0.00	8,426.33	740	396	STATE SP ED
Benefits		18,554.00	0.00	1,546.17	740	397	STATE SP ED
REGULAR EDUCATION SERVICES							
ENGLISH AS A SECOND LANGUAGE							
Meyer Beckner	0.50	25,439.00	0.00	2,119.92	317	396	COMP ED
Iliana Espiricueta	0.20	7,304.00	0.00	608.67	317	396	COMP ED
Benefits		5,526.00	0.00	460.50	317	397	COMP ED
Substitutes		500.00	0.00	41.67	317	399	COMP ED
Travel Between Sites		650.00	0.00	54.17	317	366	COMP ED
NURSING							
Tiffany Boraas	0.90	54,969.00	0.00	4,580.75	000	396	GEN FUND
Britney Conrad	0.90	24,006.00	0.00	2,000.50	000	396	GEN FUND
Sally Rude	0.90	50,911.00	0.00	4,242.58	000	397	GEN FUND
Travel Between Sites		100.00	0.00	8.33	000	397	GEN FUND
Benefits		41,788.00	0.00	3,482.33	000	397	GEN FUND
BUILDING ADMINISTRATION							
Wendy Ahren	0.50	61,927.00	0.00	5,160.58	000	396	GEN FUND
Benefits		13,658.00	0.00	1,138.17	000	397	GEN FUND
INSTRUCTIONAL COACHING							
Katie Larson	1.00	0.00	0.00	0.00	000	305	GEN FUND
COMMUNITY EDUCATION SERVICES							
ECFE		0.00	0.00	0.00	325	396	COMM ED
SCHOOL READINESS							
Nicole Morgan	1.00	24,931.00	0.00	2,077.58	344	396	COMM ED
Benefits		10,634.00	0.00	886.17	344	397	COMM ED
OPERATIONS COSTS							
LEASE		157,061.42	0.00	13,088.45	000	390	LEASE LEVY
LTFM		15,443.10	0.00	1,286.93	000	390	LTFM LEVY
ADMINISTRATIVE		18,609.00	0.00	1,550.75	000	305	SUB GRANT
OPERATING FEE		37,500.00	0.00	3,125.00	000	305	GEN FUND
TOTAL		1,250,562.52	0.00	104,213.54			



**GOODHUE CO ED DISTRICT
2023-24 CASH FLOW**

AS OF 6-15-23

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2023	-	-	4,376.54	-	-	401,940.78
7/1/2023	-	-	-	-	-	401,940.78
7/9/2023	-	-	190,124.80	-	-	592,065.58
7/15/2023	(538,544.37)	(271,414.79)	186,128.47	287,341.11	-	255,576.00
7/20/2023	-	-	423,920.98	-	-	679,496.98
7/31/2023	(402,096.61)	(237,827.76)	166.24	130,609.60	193,009.37	363,357.82
ENDING BALANCE	(940,640.98)	(509,242.56)	804,717.04	417,950.71	193,009.37	363,357.82

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2023	-	-	10,147.50	-	-	373,505.32
8/4/2023	-	(4,596.56)	-	-	-	368,908.76
8/15/2023	(858,517.30)	(296,253.71)	570,037.05	496,316.47	260,098.46	540,589.73
8/17/2023	-	-	308,694.51	-	341,992.07	1,191,276.32
8/30/2023	(763,053.65)	(293,571.85)	269,409.61	282,762.40	-	686,822.83
	(1,621,570.95)	(594,422.13)	1,158,288.67	779,078.87	602,090.54	686,822.83

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2023	(177,417.16)	-	90,235.63	-	-	599,641.30
9/15/2023	(193,842.39)	(279,887.27)	-	130,609.60	184,879.06	441,400.30
9/17/2023	(726,217.27)	-	757,123.29	-	-	472,306.32
9/30/2023	(197,991.06)	(277,708.31)	131,703.40	282,762.40	-	411,072.76
ENDING BALANCE	(1,295,467.88)	(557,595.57)	979,062.32	413,372.00	184,879.06	411,072.76

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2023	-	-	372,873.42	-	286.66	784,232.84
10/9/2023	(270,530.68)	-	265,653.65	-	41,708.80	821,064.61
10/15/2023	(192,515.96)	(268,142.31)	415,034.82	104,487.68	-	879,928.83
10/20/2023	(289,542.52)	-	215,468.36	-	-	805,854.67
10/31/2023	(189,847.05)	(267,164.42)	1,719.27	308,884.32	-	659,446.79
ENDING BALANCE	(942,436.22)	(535,306.73)	1,270,749.53	413,372.00	41,995.46	659,446.79

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2023	(149,275.40)	-	-	-	-	510,171.39
11/5/2023	-	-	304,514.00	-	8,112.06	822,797.46
11/15/2023	(291,320.16)	(275,242.82)	-	130,609.60	-	386,844.07
11/20/2023	-	-	279,966.57	-	572,888.12	1,239,698.77
11/30/2023	(194,871.27)	(274,325.97)	1,413.86	208,975.36	-	980,890.74
ENDING BALANCE	(635,466.82)	(549,568.79)	585,894.43	339,584.95	581,000.18	980,890.74

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2023	(219,349.34)	-	200,911.20	-	-	962,452.61
12/8/2023	-	-	-	-	-	962,452.61
12/15/2023	(250,497.73)	(277,166.89)	162,078.57	287,341.11	-	884,207.67
12/20/2023	-	-	190,157.97	-	-	1,074,365.64
12/31/2023	(213,545.88)	(275,250.59)	2,919.06	156,731.52	-	745,219.75
ENDING BALANCE	(683,392.95)	(552,417.48)	556,066.81	444,072.63	-	745,219.75

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2024	-	(1,682.11)	-	-	-	743,537.63
1/8/2024	(326,791.08)	-	166,211.46	-	-	582,958.01
1/15/2024	(982,352.01)	(255,474.21)	213,382.30	261,219.20	-	(180,266.71)
1/20/2024	-	-	269,697.23	-	244,075.28	333,505.80
1/31/2024	(181,560.52)	(264,091.43)	2,012.50	208,975.36	-	98,841.70
ENDING BALANCE	(1,490,703.61)	(521,247.75)	-	651,303.49	470,194.55	244,075.28

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2024	(116,959.54)	-	345,682.58	-	-	327,564.73
2/15/2024	(426,339.87)	(265,973.28)	246,237.98	208,975.36	-	90,464.92
2/20/2024	-	-	14,327.70	-	-	104,792.61
2/28/2024	(186,923.57)	(266,872.80)	270,194.10	261,219.20	-	182,409.54
ENDING BALANCE	(730,222.98)	(532,846.08)	-	876,442.35	470,194.55	-

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2024	(288,674.79)	-	336,146.24	-	151,490.33	381,371.33
3/15/2024	(295,519.40)	(264,021.67)	246,204.30	261,219.20	6,913.65	336,167.40
3/20/2024	-	-	478,592.70	-	-	814,760.10
3/31/2024	(362,618.84)	(273,372.60)	1,386.63	313,463.03	-	493,618.32
ENDING BALANCE	(946,813.03)	(537,394.27)	-	1,062,329.88	574,682.23	158,403.98

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2024	-	-	125,236.15	-	-	618,854.47
4/15/2024	(488,259.53)	(261,480.11)	225,072.05	208,975.36	-	303,162.24
4/20/2024	-	-	93,363.06	-	-	396,525.30
4/30/2024	(355,976.51)	(259,263.26)	329,833.43	416,424.47	-	527,543.43
ENDING BALANCE	(844,236.04)	(520,743.37)	-	773,504.69	625,399.83	-

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2024	-	-	291,994.34	-	382,388.63	1,201,926.40
5/15/2024	(288,502.97)	(268,058.67)	283,996.76	261,219.20	-	1,190,580.71
5/20/2024	(147,703.02)	-	-	-	-	1,042,877.69
5/31/2024	(186,948.50)	(262,635.26)	263,483.51	261,219.20	-	1,117,996.64
ENDING BALANCE	(623,154.49)	(530,693.93)	-	839,474.61	522,438.39	382,388.63

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2024	(347,246.70)	-	-	-	-	770,749.94
6/15/2024	(220,134.69)	(312,365.26)	-	-	-	238,250.00
6/20/2024	-	-	160,425.36	261,219.20	-	659,894.55
6/30/2024	(447,009.47)	(306,090.76)	263.22	-	241,537.27	148,594.80
ENDING BALANCE	(1,014,390.86)	(618,456.01)	-	160,688.57	261,219.20	241,537.27

TOTALS	(11,768,496.81)	(6,559,934.68)	-	9,718,522.38	5,731,559.90	2,629,379.78	148,594.80
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B. Goodhue County Health and Human Services (GCHHS) and Goodhue County Education District (GCED) contracts for FY24.

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

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

Goodhue County Education District(s) (#252, #253, #256, #813, #2172, #2805) located at 395 Guernsey Lane, Red Wing, MN 55066 hereafter referred to as the "Contractor" enter into this agreement for the period from **July 1, 2023** to **June 30, 2024**.

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

WITNESSETH

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

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

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

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

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

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

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

- | | | |
|----|---|---------------------|
| 1. | <u>Educational Assistance setting IV - 139X</u> | <u>\$560,037.00</u> |
|----|---|---------------------|

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

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

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

- c. Services will consist of program development and implementation, including diagnostic assessments, treatment planning, individual and group counseling, parent education, family counseling, consultation, team meetings, report writing, and meeting other applicable policies and procedures of the Contractor and the Agency. The process of providing a service offered through this contractual agreement will be done as an IEP/IFSP team decision function and not solely by a decision of the Contractor or the Agency.
- d. Agency will provide school social worker to serve as a Parent Support Specialist to receive and act on referrals of children and families from parents, school, and county staff. The Parent Support Specialist will be a GCED employee. The Parent Support Specialist will be located one day per week at the GCHHS building and will take work direction from the GCHHS Social Services Supervisor that may include, but is not limited to, administration of Family Support Grant and Rule 185 case management.

2. Cost and Delivery of Purchased Services

- a. The total amount to be paid to the Contractor for the Purchased Services shall not exceed **\$560,037.00**.
- b. It is understood and agreed that in the event the reimbursement to the Contractor and/or the County from State and Federal sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations for each party hereunder shall thereupon be modified or terminated; notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.
- c. The Director of Special Education for Goodhue County Education District and the Director of Goodhue County Health & Human Services shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.

3. Eligibility for Services

Eligibility for services under this contract shall be:

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

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

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

4. Payment for Purchased Services

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

5. Audit and Record Disclosures

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

6. Safeguard of Client Information

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

7. Equal Employment Opportunity and Civil Right Non-Discrimination

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

8. Fair Hearing and Grievance Procedures

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

9. Bonding, Indemnify, Insurance and Audit Clause

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

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

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

person during any time when the Contractor or his assigns, or employee thereof, has undertaken or is furnishing the care and service called for under this agreement.

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

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

10. Conditions of the Parties' Obligations

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

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

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

11. Subcontracting

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

12. Miscellaneous

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

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

APPROVED BY:

By: _____
Agency: GCHHS Board Chair

Date

By: _____
Agency: GCHHS Director

Date

By: _____
Contractor: GCED Board Chair

Date

By: _____
Contractor: GCED Director

Date

By: _____
Goodhue County Attorney

Date

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

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

Goodhue County Health & Human Services, 426 West Avenue, Red Wing, Minnesota 55066 hereafter referred to as the “Contractor” enter into this agreement for the period from July 1, 2023 to June 30, 2024.

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

WITNESSETH

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

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

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

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

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

1. **Agency and Contractor Duties:**

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

1.	<u>Child General Case Management - 193X</u>	<u>\$220,760.00</u>
2.	<u>Child Rule 79 Case Management - 490X</u>	<u>\$103,000.00</u>
3.	<u>Family Based Counseling—162X</u>	<u>\$61,800.00</u>
4.	<u>Family Group Decision Making—166X</u>	<u>\$10,300.00</u>

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

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

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

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

2. Cost and Delivery of Purchased Services

- a. The total amount to be paid to the Contractor for the Purchased Services shall not exceed **\$395.860.00**
- b. It is understood and agreed that in the event the reimbursement to the Contractor and/or the County from State and Federal sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations for each party hereunder shall thereupon be modified or terminated; notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.
- c. The Director of Special Education for Goodhue County Education District and the Director of Goodhue County Health & Human Services shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.

3. Eligibility for Services

Eligibility for services under this contract shall be:

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

- 1. Joint release of information. 47
- 2

2. Assessment report (child).
3. ISP, IEP.
4. Parent Conference/Periodic Review(s) Reports.

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

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

4. Payment for Purchased Services

The Contractor will invoice the Agency in July of each year for the previous SFY.

The Agency shall reimburse the Contractor 100 percent of the billed costs for the provision of the services in item 1 within 60 days of receipt of the bill.

5. Audit and Record Disclosures

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

6. Safeguard of Client Information

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

7. Equal Employment Opportunity and Civil Right Non-Discrimination

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

8. Fair Hearing and Grievance Procedures

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

9. Bonding, Indemnify, Insurance and Audit Clause

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

than 1/6 of the not to exceed total in 2.a.

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

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

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

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

10. Conditions of the Parties' Obligations

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

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

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

11. Subcontracting

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

12. Miscellaneous

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

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

APPROVED BY:

By: _____
Agency: GCED Board Chair Date _____

By: _____
Agency: GCED Director Date _____

By: _____
Contractor: GCHHS Board Chair Date _____

By: _____
Contractor: GCHHS Director Date _____

By: _____
Goodhue County Attorney Date _____

INDEPENDENT COUNTY/PROFESSIONAL SERVICE AGREEMENT

This Agreement is entered into by and between the Goodhue County Educational District #6051, 395 Guernsey Lane, Red Wing, MN 55066 (hereafter “District”) and Fernbrook Family Center, 2575 Harvest Lane Owatonna, MN 55060, (hereafter “Contractor”).

RECITALS

WHEREAS, the District, wishes to purchase the services of Contractor for Mental Health Services and Supports to Students and Indirect/Consultative Support into Planning Pre-interventions; and

WHEREAS, there are funds available for the purchase of these services;

NOW THEREFORE, in consideration of the mutual undertakings and agreements hereinafter set forth, the District, and the Contractor agree as follows:

1. TERM AND COST OF THE AGREEMENT

This contract shall be in effect from the date of execution by all parties, or from July 1, 2023, and shall continue in effect until June 30, 2024. All of the agreed upon services are available to the District at with or without the service being included in an individual educational plan.

Services and staff provided in this agreement includes 3.0 FTE (1.0 Qualified Mental Health Professional (QMHP), 2.0 Mental Health Practitioner (MHP)). Clinical staff are expected to follow the school calendar for a total of 196, 8 hour days (186 student and teacher work days and 10 additional school based CTSS specific training and program development days) to provide Mental Health services to the students enrolled at Goodhue County Special Education District located at 395 Guernsey Lane, Red Wing, MN 55066.

Students shall receive services as deemed appropriate within the setting. District shall complete the CTSS application, choosing the “Contract CTSS” option, and obtain reimbursement for services as defined on the IEP.

Mental health services needed in supplement or in place of identified positions will be invoiced at the following rates:

- \$300 per Standard Diagnostic Assessment
- \$85 per hour for MHP- IEP Services
- \$160 per hour for QMHP/CT- IEP Services

Salaries and Benefit costs for the 2023-2024 school year will amount to a maximum total District cost of \$323,415.15.

Extended School Year (ESY): When a student's IEP team determines extended school year services are needed and those needs include mental health services, the District shall coordinate the needed staff for provision of these services with the appropriate Contract person. Staff can apply for an ESY position with the District. The District will assign staff as needed and invoice Contractor for the service time. The District shall be responsible for student transportation to school ESY programs.

Contracted ESY program services will be invoiced for via a separate invoices and per the following fee schedule. Dates of programming are yet to be determined, though are estimated at 3-4 weeks in July or Aug. Staff/client ratios are yet to be determined by student number and need.

Fee Schedule:

QMHP- \$52.31 per hour

MHP- \$44.14 per hour

Direct Services Available

Diagnostic Assessment

Standard

Explanation of Findings

Psychotherapy

Individual

Family

Group

Psychoeducation

Psychotherapy for Crisis

Skills Training

Group

Family

Individual

Crisis Assistance

Family Support Groups

Service Plan Development

Scoring and Administering of Standardized Measure

Indirect Services Available:

Individual Educational Plan Team Meetings

Staff Training and In-service

Formal and Informal Consultation

Pre-Referral Intervention

School team/Student Support Meetings

2. SERVICES TO BE PROVIDED AS PER ATTACHED EXHIBIT(S)

Services shall be provided in accordance with the criteria set forth in the attached Exhibit(s):

[Attachment of the Professional Service Agreement Contract Year: July 2023-June 2024]

The Contractor guarantees all data, services and material supplied conform to the District's specifications and against inferiority as to specification, such guarantee shall be unconditional.

3. PAYMENT FOR SERVICES

Payment for services shall be made directly to the Contractor after completion of services upon the presentation of a claim in the manner provided by the 15th day of the following month.

In the event this Agreement is terminated, Contractor shall be entitled to payment, determined on a pro rata basis, for services satisfactorily performed.

To the fullest extent permitted by law, Contractor and District (1) waive against each other, and all the other's employees, officers, directors, agents, insurers, partners, and consultants, any and all claims for or entitlement to special, incidental, indirect, or consequential damages arising out of, resulting from, or in any way related to the Agreement Services, and (2) agree that Contractor's total liability to District under this Agreement shall be limited to \$25,000, or the total amount of compensation received by Contractor, whichever is greater.

Contractor certifies that payment for purchased services will be in accordance with rates of payment which do not exceed amounts reasonable and necessary to assure quality of services and, if the services are being purchased from another public agency, the cost reasonably assignable to such services.

For final payment, Contractor shall comply with all requirements contained in Minnesota Statute. §290.92 regarding the withholding of taxes and wages. Contractor shall submit documentation of compliance with its claim for final payment. A certificate by the Minnesota State Commissioner of Revenue will satisfy this requirement (Form IC-134).

4. BONDS

If required and contemporaneous with the execution of this Agreement, Contractor agrees to provide payment and performance bond for the District pursuant to Minnesota Statute §§375.21 & 574.26 and in equal to or greater than the Contract amount. Said bonds shall guarantee the faithful performance of all obligations required of Contractor under terms of this Contract, including payment of labor and material.

5. INDEPENDENT CONTRACTOR

A. Contractor is to be and shall remain an independent contractor with respect to any and all work performed under this Contract. Nothing contained in this Agreement is

intended or should be construed as creating the relationship of co-partners or joint ventures with the County. No tenure or any rights including worker's compensation, unemployment insurance, medical care, sick leave, vacation leave, severance pay, PERA, or other benefits available Contractor's employees, including indemnification for third party personal injury/property damage claims, shall accrue to the Contractor or employees of the Contractor performing services under this Agreement.

- B. Contractor acknowledges and agrees that no withholding or deduction for State or Federal income taxes, FICA, FUTA, or other, will be made from the payments due Contractor and it is Contractor's sole obligation to comply with all federal and state tax laws.
- C. Contractor shall at all times be free to exercise initiative, judgment and discretion as to how to best perform or provide services identified in this Agreement.
- D. Contractor is responsible for hiring sufficient workers to perform the services required by this Agreement and withholding taxes and paying all other employment tax obligation on their behalf.
- E. The Contractor is solely responsible for supervision, control and direction of the Contract personnel utilized to provide the services under this agreement.

6. INDEMNIFICATION AND INSURANCE

Each party shall be liable for its own acts to the extent provided by law and hereby agrees to indemnify, hold harmless and defend the other, its officers and employees against any and all liability, loss, costs, damages, expenses, claims or actions, including attorney's fees which the other, its officers and employees may hereafter sustain, incur or be required to pay, arising out of or by reason of any negligent act or omission of the party, its agents, servants or employees, in the execution or performance or failure to adequately perform its obligations pursuant to this Agreement.

It is understood and agreed that the District's and the Contractor's liability shall be limited by the provisions of Minnesota Statute § 466 and/or other applicable law.

Contractor further agrees that in order to protect itself as well as the District under the indemnity provision set forth above, it will at all times during the term of this Agreement keep in force liability limits in compliance with Minnesota Statutes, Section 466 or:

- A. Commercial General Liability Insurance Policy with minimum limits of \$1,500,000 combined single limit (CSL), with coverage pertaining premise operations. In the event Combined Single Limits Coverage is not secured by the County, the minimum limits apply:
 - \$3,000,000 Aggregate
 - \$3,000,000 Products and Completed Operations Aggregate
 - \$1,500,000 Personal Injury and Advertising Injury
 - \$1,500,000 Each Occurrence
 - \$ 100,000 Fire Damage Limit

\$ 5,000 Medical Expense

The policy should be written on an “occurrence” basis and not a “claims-made” basis.

- B. Automobile Liability Insurance including owned, non-owned, and hired vehicles in an amount not less than \$1,500,000 combined single limit (CSL) for total bodily injuries and/or damages arising from any one accident.
- C. Professional Liability Insurance (when required) the following minimum limits apply:
 - \$3,000,000 Aggregate
 - \$1,500,000 per claim
- D. Excess Umbrella Liability Policy will be additionally required if any of the above policies have lower limits than stated.
- E. Worker’s Compensation Insurance.
- F. Prior to the effective date of this Agreement, and as a condition precedent, the Contractor will furnish the District with an original Certificate of Insurance listing the District as an "Additional Insured" in all coverage areas including Excess Umbrella Liability or Excess Umbrella follows form language except Worker’s Compensation and Professional Liability.

7. DATA PRIVACY/DATA OWNERSHIP

- A. Data Practices.

All data collected, created, received, maintained, or disseminated in any form, for any purposes by the activities of Contractor because of this contract is governed by the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as amended, the Minnesota Rules promulgated pursuant to Chapter 13. The person responsible for release of all data under this Agreement shall be the Director of Special Education of the District employee identified in provision 10.
- B. Health Insurance Portability and Accountability Act (HIPAA – 45 C.F.R. §§160,162,164)

If under this Agreement the exchange of Protected Health Information in any form is anticipated the Contractor shall comply with all regulatory obligations including signing any required agreements (e.g., Business Associate Agreement). Such Agreements shall be attached to and incorporated into this Agreement.
- C. Release.

No educational data may be released by the Contractor to a third party without the express consent of the District’s representative as indicated below – this includes any media relations.
- D. Ownership.

All reports, files, and records relating to the business of the District, whether prepared by the Contractor or otherwise coming into its possession, shall remain the exclusive property of the District. Forms, documents, or other inventions created by the Contractor prior to or while under this Agreement outside of

reports completed to comply with Contractor's obligations per this Agreement are the property of the Contractor.

8. RECORDS: AVAILABILITY AND RETENTION

Pursuant to Minnesota Statute §16C.05, subd. 5, the Contractor agrees that the District, the State Auditor, or any of their duly authorized representatives at any time during normal business hours and as often as they may reasonably deem necessary, shall have access to and the right to examine, audit, excerpt, and transcribe any books, documents, papers, records, et., which are pertinent to the accounting practices and procedures of the Contractor and involve transactions relating to this Agreement. Contractor agrees to maintain these records for a period of six years from the date of termination of this Agreement. Any educational data may be retained for a longer period, as the District may determine in accordance with applicable law and policy.

9. MERGER AND MODIFICATION

- A. It is understood and agreed that the entire Agreement between the parties is contained herein and that this Agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter. All items referred to in this Agreement are presumed to be incorporated or attached and are deemed to be part of this Agreement. Where the incorporated terms differ with the terms of this Agreement, the terms of this Agreement shall control.
- B. Any material alteration, modification, or variation shall be reduced to writing as an amendment and signed by the parties.

10. DEFAULT AND CANCELLATION

- A. If the Contractor or District fails to perform any of the provisions of this Agreement or so fails to administer the work as to endanger the performance of the Agreement, this shall constitute default. Unless the Provider's default is excused by the District/Contractor, the District/Contractor may, upon written notice to the District's/Contractor's representative listed herein, cancel this Agreement in its entirety as indicated in (10 B.) below.
- B. This Agreement may be cancelled with or without cause by either party upon thirty (30) days written notice.
- C. Representatives for each of the parties to this Agreement are as listed below:

District

Cheryl Johnson, Executive Director
395 Guernsey Lane
Red Wing, MN 99066
651-388-4441

Contractor

Ashley Kimmell, School Based Services Specialist

P.O. Box 977
Owatonna, MN 55060
507-446-0431 ext. 265

- D. The District and the Contractor agree to attempt to resolve quickly all matters related to uncontrollable circumstances and use all reasonable efforts to mitigate its effects.

11. SUBCONTRACTING AND ASSIGNMENT

- A. Contractor shall not enter into any subcontract for the performance of any services contemplated under this Agreement without the prior written approval of the District and subject to such conditions and provisions as the District may deem necessary. The Contractor shall be responsible for the performance of all Subcontracts. Any agreement between the Contractor and any subcontractor shall obligate the subcontractor with the general terms of this Contract.
- B. No party may assign or transfer any rights or obligations under this Agreement without the prior consent of the other Parties and a fully executed Assignment Agreement, executed and approved by the same parties who executed and approved this Agreement, or their successors.

12. NONDISCRIMINATION

During the performance of this Agreement, the Contractor agrees to the following: No person shall, on the grounds of race, color, religion, age, sex, disability, marital status, sexual orientation, public assistance status, criminal record, creed or national origin be excluded from full employment rights in, participation in, be denied the benefits of or be otherwise subjected to discrimination under any and all applicable Federal and State laws against discrimination.

13. HEALTH AND SAFETY

The Contractor shall be solely responsible for the health and safety of its employees and subcontractor's employees in connection with the services performed in accordance with this Agreement. The Contractor shall ensure that all employees, including those of all subcontractors, have received training required to properly and safely perform services outlined in this Agreement. Such training is to include, but not be limited to, all applicable sections of the State and Federal Occupation, Safety and Health Administration (OSHA) laws, Superfund Amendments and Reauthorization Act (SARA), Comprehensive Environmental Response, Compensation and Liability Act (CERCLA), Uniform fire Code and/or any other applicable health and safety regulations. Upon the request of the District, the Contractor shall provide copies of any licenses and/or training records for Contractor and/or Contractor's employees or subcontractor's employees who perform services pursuant to this Agreement.

14. NONWAIVER, SEVERABILITY & APPLICABLE LAWS

- A. Nonwaiver.

Nothing in this Agreement shall constitute a waiver by the District of any statute of limitations or exceptions on liability. If the District does not enforce any provision of this Agreement, that failure does not waive the provision or its right to enforce it.

B. Severability.

If any part of this Agreement is rendered void, invalid or unenforceable, by a court of competent jurisdiction, such rendering shall not affect the remainder of this Agreement unless it shall substantially impair the value of the entire Agreement with respect to either party. The parties agree to substitute for the invalid provision a valid provision that most closely approximates the intent of the invalid provision.

C. Applicable Laws.

The Laws of the State of Minnesota shall apply to this Agreement. The Contractor shall abide by all Federal, State, or local laws, statutes, ordinances, rules and regulations now in effect or hereinafter adopted pertaining to this Contract or to the facilities, programs and staff for which Contractor is responsible.

15. SECTION HEADINGS

The section headings contained in this Agreement are for reference purposes only and shall not affect the meaning or interpretation of this Agreement.

16. THIRD PARTIES

This Agreement does not create any rights, claims or benefits inuring to any person that is not a party hereto nor create or establish any third party beneficiary.

17. CONFLICT OF INTEREST

Contractor agrees that it will not contract for or accept employment for the performance of any work or services with any individual, business, partnership, corporation, government, governmental unit or any other organization that would create a conflict of interest in the performance of its obligations under this Contract.

18. PREVAILING WAGE

Employees, laborers subcontractors of the Contractor pursuant to this Agreement working or receiving employment and training services for which financial assistance, including grants, loans and tax abatement to a person engaged in manufacturing or sale of goods and services as defined by Minnesota Statue § 116J.871, subdivision 1(c) and is provided by the State of Minnesota shall be paid the prevailing wage as defined by Minnesota Statue § 177.42, subdivision 6.

District and Contractor, having signed this Agreement and pursuant to the proper District and Contractor officials having signed this Agreement, the parties hereto agree to be bound by the provisions herein and attached.

Education District # 6051
STATE OF MINNESOTA

Jon Huemoeller MSW, LICSW Date
President, Fernbrook Family Center

Chairperson, School Board Date

Division Director/Designee Date

EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024

SCOPE OF WORK/SERVICE DESCRIPTION

Fernbrook Family Center (Contractor) will provide independent contracted mental health services to Goodhue County Education District (District) special education students. Mental health services that are medically necessary, as determined by a diagnostic assessment, and professionally deemed appropriate to aid the student to benefit from special education services (Special Education services) will be provided according to an Individual Treatment Plan authorized by the student’s parents or by the student if the student is older than 18 or otherwise qualified to consent to mental health services by law. Mental Health related Special Education services will be professionally determined and indicated on the students’ Individual Family Service Plan (IFSP) or Individual Education Plan (IEP). Services provided by Contractor mental health staff will be consistent with covered services under Children’s Therapeutic Services and Supports (CTSS) and will include:

Mental Health Services:

- Diagnostic assessment
- Explanation of Findings
- Psychotherapy (Individual, Family, and Group)
- Skills training (Individual, Family, and Group)
- Psychotherapy for Crisis
- Psychoeducation
- Crisis Assistance
- Service Plan Development
- Administering and Reporting Standardized Measures
- Family Support Group

Ancillary and supportive services:

- Indirect and consultative support to student assistance teams
- Consultation to special education staff
- Staff training and in-service
- Attending IEP meetings
- Observation and assessment of students as assigned

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

This agreement covers dates from July 1, 2023 to June 30, 2024. Staff will work on school days as well as teacher work days as outlined in the school calendar (186 days) as well as 10 additional school based CTSS specific training and program development days. These additional days include days prior to the start of school and after the last day of school and will be required for training and prep. See Fernbrook Family Center’s School Based Mental Health/ CTSS Employee Terms and Conditions for employment for further details.

PROVIDER QUALIFICATIONS

The Contractor will provide training and supervision to maintain DHS standards. All clinical supervision for any Contractor staff is provided per all applicable federal, state, agency and licensure boards as part of the benefits package of each staff. The FTE of clinical supervision is not identified as a specific rate, however proof of supervision is available in any staff personnel file to verify standards are met.

MHP- MHPs are provided with at least 1 hour of clinical supervision with a QMHP in person monthly. According to agency policies, the primary mental health professional for every program is available during hours of programming. Each primary mental health professional identifies a backup when there is a known absence which is communicated to all applicable staff.

Clinical supervision and support will be provided by Samantha Kennedy, MA, LPCC; with Holly Christianson, MSW, LICSW, serving as clinical back up. The Clinical and/or Administrative Directors will be on site periodically throughout the week and available to support staff. They will not be required to be in attendance at the school site on a daily basis.

PREPATORY TIME

Contracted staff will be allocated paperwork/documentation time. This time will be allotted in the time before and after school, when not involved in other obligatory meetings (IEP, staff meetings etc.) and a full class period of each student day. Additional office time may be needed to complete the writing of diagnostic assessments. This time will be accounted for within the encounter minutes for this client service. District defined teacher workdays will also be utilized to assure maintenance of DHS file standards.

SUBSTITUTES

Substitutes will not be provided for short term Clinician absences. If/when a staff member takes an extended leave (7 consecutive school days) the program coordinator will communicate with District staff the clinically appropriate staff coverage plan. There will be no additional cost to the District for this staff coverage. Cost will be determined by calculating a daily rate based on

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

contracted rate of absent staff and billing District per day substitute is on site. If Contractor staff are absent, they are to follow Contractor procedure for taking vacation or sick time as well as notify the school identified staff member. Scheduled absences are to be approved by District staff as well as Contractor staff.

PERFORMANCE CONCERNS:

In situation of District concern regarding the job performance of a Contractor employee, not resulting in concerns for student safety, District will initiate conversation with the Contractor Program Coordinator to develop a plan to address, instruct and coach staff. If District determines concerns may raise to an unacceptable level of negative impact on students, Program Coordinator and District personnel will develop a plan to assure student needs are considered and identify a process for reassigning the staff from the contracted position.

ELIGIBLE POPULATIONS

Eligible populations include special education students enrolled in the identified setting classrooms. District may determine a student eligible for assessment and observation in an ad hoc manner to support the special education services they receive.

REFERRAL PROCESS

Students enrolled in the identified District special education settings will be eligible for IEP and Non-IEP services regardless of billing source.

Current River Bluff Education Center students:

River Bluff staff member will submit the referral form to school administrator, who will determine, with help from mental health staff and social workers, if CTSS services are appropriate. If these services are determined appropriate, District staff will complete the referral form. Upon receiving referral, Contracted staff will begin the intake process which includes obtaining releases of information, parental consent to treat, and meeting with parent and child for a diagnostic interview. Upon completion of the Diagnostic Assessment and Individualized Treatment Plan, District staff will make necessary alterations to the IEP to allocate the appropriate type and frequency of services.

Consultative Services (member districts):

Special Education Coordinators/school principals from member districts will complete the online referral form on the GCED website and send to River Bluff Education District School Administrator for approval. School Administrator will communicate to Contractor staff needed information for the consultative services. Contractor staff will complete the identified consultation/observation form to provide feedback to member district.

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

DISTRIBUTION OF FUNCTIONS

The Contractor’s QMHP completes diagnostic assessments requested by a student’s parents or by the District and authorized by the student’s parents. The student’s special education team will use the diagnostic assessment along with other school information and school testing to decide what medically necessary mental health services, if any, need to be included in the student’s IEP or IFSP to best provide support allowing the student to benefit from special education services. The District will communicate the completion of the IEP to the QMHP. The QMHP who completed the diagnostic assessment will explain the findings from the diagnostic assessment to the school, parents and student and help the family find mental health resources to meet recommended mental health service needs aside from those provided to aid the student in meeting academic goals. Upon request, QMHP will initiate referral for mental health resources to meet needs identified in diagnostic assessments that are done by outside providers.

In effort to secure the most clinically appropriate and fiscally sound programming, an administrative team including District Assistant Director, Contractor’s Goodhue County Director(s), and Contractor’s School Based Services Specialist to focus on coordination and collaboration has been developed. At minimum, this team will convene monthly to analyze reimbursement data, assure mental health needs and IEP requirements are compatible, client referrals are being managed, student needs accurately met, documentation is compliant to both MDE and DHS standards, and billing is completed in a timely manner. Programmatic decisions such as seeing students who do not meet minimum standards for billing will be made jointly with the District and the Contractor. Services provided outside of an IEP will be approved and monitored by the District

CLINICAL DECISION MAKING

Contracted staff must follow Contractor protocols in making clinical crisis management decisions. These processes and procedures are created to assure the least liability risk for the clinician and licensure supervisor. – Fernbrook Policy Attached-

MENTAL HEALTH SERVICES TO BE PROVIDED

Clinical Trainee Services		
Major Job Functions	Specific Tasks	Knowledge, Abilities, & Skills
Intervention and Informal Consultation	<ul style="list-style-type: none"> ● Consultation and collaboration provided to families and school personnel 	<ul style="list-style-type: none"> ● Understanding of social work interventions and methods such as counseling, crisis intervention, casework, group work, community organization, consultation, case

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

	<ul style="list-style-type: none"> ● Consult and collaborate with community agencies and other Clinical Trainees to coordinate services ● Consult and/or plan with classroom teachers, parents and administrators to develop intervention strategies to achieve school success ● Develop interagency collaboration and consultation to provide comprehensive services 	<p>management, family therapy, and effective education strategies</p> <ul style="list-style-type: none"> ● Knowledge of data gathering methods and inference-making from such data; performance objectives, measurable outcomes and the means to assess the effects of intervention
Diagnostic Assessment, Standard	<ul style="list-style-type: none"> ● Meet with students with parent’s permission ● Obtain necessary releases ● Interview students to collect relevant mental health information as per DHS requirements ● Consult with parents, school staff and other involved professionals to coordinate services ● Synthesize and complete written Diagnostic Assessment within 30 days of intake date 	<ul style="list-style-type: none"> ● Ability to quickly develop rapport with diverse clients ● Manage session time to work on treatment goals while meeting the client where they are. ● Understanding of Diagnosis and appropriate interventions ● Clear and timely documentation
Psychotherapy for Crisis	<ul style="list-style-type: none"> ● Observation and assessment of students to develop plan for crisis prevention and management. ● Collaboration with school personnel to identify student needs ● Collaboration in the of the Functional Behavioral Assessment and Behavior Intervention Plan ● Documentation of time required in assisting with the Functional Behavioral Assessment and Behavior Intervention Plan 	<ul style="list-style-type: none"> ● Understanding of student needs and diagnosis ● Ability to observe and communicate student triggers ● Knowledge of wide range of effective techniques for effective redirection, crisis prevention and calming strategies ● Knowledge of supportive resources within the school building and system ● Understanding of crisis prevention techniques
Staff Training and In-service	<ul style="list-style-type: none"> ● Provide relevant staff trainings around mental health topics ● Document service provision 	<ul style="list-style-type: none"> ● Knowledge of adult learning styles ● Knowledge of a variety of mental health topics and interventions ● Organized presentations skills
IEP Meetings	<ul style="list-style-type: none"> ● Attend IEP Meetings when relevant ● Explain the recommendations contained in the diagnostic assessment ● Help define mental health goals and measures for medically necessary services that are included in the IEP 	<ul style="list-style-type: none"> ● Knowledge of the District’s policies and procedures ● Able to explain mental health symptoms, diagnosis, and recommendations in terms parents and students can understand

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

	<ul style="list-style-type: none"> ● Describe progress and help IEP team members recognize when goals are accomplished 	
Individual Psychotherapy	<ul style="list-style-type: none"> ● Obtain and complete diagnostic assessments to determine medically necessary services ● Develop Individualized Treatment Plans (ITP) ● Provide individual services according to the ITP ● Consult with parents, school staff, and other involved professionals to coordinate services ● Document service provision and planning 	<ul style="list-style-type: none"> ● Understanding requirements for diagnostic assessment and outpatient mental health services ● Understand the rules and procedure required under CTSS service provision ● Understand the District’s special education policies and procedures ● Ability to quickly develop rapport with diverse clients ● Manage session time to work on treatment goals while meeting the client where they are ● Understanding of diagnosis and appropriate interventions ● Clear and timely documentation
Group Psychotherapy	<ul style="list-style-type: none"> ● Obtain necessary releases ● Obtain or complete diagnostic assessments to determine medically necessary services ● Develop Individualized Treatment plans ● Provide group services according to the ITP ● Consult with parents, school staff and other involved professionals to coordinate services ● Document service provision and planning 	<ul style="list-style-type: none"> ● Understanding requirements for diagnostic assessment and outpatient mental health services ● Understand the rules and procedure required under CTSS service provision ● Understand the District’s special education policies and procedures ● Knowledge of group dynamics and function ● Ability to manage multiple tasks at the same time ● Clear and timely documentation
Family Psychotherapy	<ul style="list-style-type: none"> ● Obtain necessary releases ● Obtain or complete diagnostic assessments to determine medically necessary services ● Develop Individualized Treatment plans ● Provide group services according to the ITP ● Consult with parents, school staff and other involved professionals to coordinate services ● Document service provision and planning 	<ul style="list-style-type: none"> ● Understanding requirements for diagnostic assessment and outpatient mental health services ● Understand the rules and procedure required under CTSS service provision ● Understand the District’s special education policies and procedures ● Knowledge of family systems and interventions ● Ability to manage multiple tasks at the same time ● Clear and timely documentation

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

Family Support Groups	<ul style="list-style-type: none"> ● Provide education on various parenting topics ● Facilitate opportunities for parents to engage in discussion. 	<ul style="list-style-type: none"> ● Knowledge of various mental health topics of interest to parents ● Ability to facilitate small group discussions <p>Ability to present information in a clear and concise manner</p>
Psychoeducation	<ul style="list-style-type: none"> ● Provides services under the clinical supervision of a Qualified Mental Health Professional ● Provide psychoeducation according to Individual Treatment Plans ● Document service provision 	<ul style="list-style-type: none"> ● Understand the rules and procedure required under CTSS service provision ● Knowledge of mental health diagnoses and related symptoms
CTSS Service Plan Development and Review	<ul style="list-style-type: none"> ● Time spent developing and reviewing individualized treatment plans with clients and their caregivers 	<ul style="list-style-type: none"> ● Knowledge of diagnoses and appropriate goals and interventions. ● Adherence to individualized treatment plan timelines and requirements.
CTSS Scoring and Administering of Standardized Measures	<ul style="list-style-type: none"> ● Time spent administering and scoring standardized outcomes and measurements as part of an evaluation or development and review of a treatment plan as a part of service 	<ul style="list-style-type: none"> ● Adherence to statute requirements

Mental Health Practitioner Services		
Major Job Functions	Specific Tasks	Knowledge, Abilities, & Skills
Pre-referral Mental Health Intervention and Informal Consultation	<ul style="list-style-type: none"> ● Provides services under the clinical supervision of Qualified Mental Health Professional ● Participate in mental health interventions/pre-referral ● Consultation and collaboration provided to families and school personnel ● Consult and collaborate with community agencies and other mental health professionals to coordinate services ● Consult and/or plan with classroom teachers, parents and administrators to develop intervention strategies to achieve school success ● Develop interagency collaboration and consultation to provide comprehensive services 	<ul style="list-style-type: none"> ● Understanding of mental health interventions and methods such as counseling, crisis intervention, casework, group work, community organization, consultation, case management, family therapy, and effective education strategies ● Knowledge of data gathering methods and inference-making from such data; performance objectives, measurable outcomes and the means to assess the effects of intervention

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

<p>MH Team Meetings</p>	<ul style="list-style-type: none"> ● Provides services under the clinical supervision of a Qualified Mental Health Professional ● Attend Mental Health Team Meetings ● Join interagency collaboration and consultation to provide comprehensive services ● Consult and/or plan with classroom teachers, parents and administrators to develop intervention strategies to achieve school success 	<ul style="list-style-type: none"> ● Knowledge of the District’s policies and procedures ● Ability to communicate with and listen to a diverse team with varied backgrounds and experiences around mental health
<p>Crisis Assistance</p>	<ul style="list-style-type: none"> ● Observation and assessment of students to develop plan for crisis prevention and management. ● Collaboration with school personnel to identify student needs ● Completion of the Functional Behavioral Assessment and Behavior Intervention Plan ● Documentation of time required to complete the Functional Behavioral Assessment and Behavior Intervention Plan 	<ul style="list-style-type: none"> ● Understanding of student needs and diagnosis ● Ability to observe and communicate student triggers ● Knowledge of wide range of effective techniques for effective redirection, crisis prevention and calming strategies ● Knowledge of supportive resources within the school building and system ● Understanding of crisis prevention techniques
<p>Individual Skills Training</p>	<ul style="list-style-type: none"> ● Provides services under the clinical supervision of a Qualified Mental Health Professional ● Provide individual skills training according to Individual Treatment Plans ● Utilize evidence based curriculum to develop/teach identified skills/behavior modification strategies that help youth develop, self-monitor, compensate for, cope with, counteract, or replace skills deficits or maladaptive skills acquired as a result of diagnosed mental health needs. ● Gather data on student progress related to goals and objectives ● Collaborate with special education teachers regarding service delivery and progress ● Document service provision 	<ul style="list-style-type: none"> ● Understand the District’s special education policies and procedures ● Understand the rules and procedure required under CTSS service provision ● Knowledge of evidence based curriculum, data collection and measurable outcomes ● Knowledge of gathering data to help assess outcome measurements for treatment planning. ● Have an understanding of human behavior and the social environment including theories of human growth and development; cultural, racial and ethnic diversity; needs of at-risk and disabled children; and biological factors affecting children’s school functioning

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

<p>Group Skills Training</p>	<ul style="list-style-type: none"> ● Provides services under the clinical supervision of a Qualified Mental Health Professional ● Provide group skills training according to Individual Treatment Plans ● Utilize evidence based curriculum to teach skills ● Document service provision ● Gather data on student progress/goals/ objectives ● Collaborate with special education teachers regarding service delivery and progress 	<ul style="list-style-type: none"> ● Understand the District’s special education policies and procedures ● Understand the rules and procedure required under CTSS service provision ● Knowledge of evidence based curriculum, data collection and measurable outcomes ● Have an understanding of human behavior and the social environment including theories of human growth and development; cultural, racial and ethnic diversity; needs of at-risk and disabled children; and biological factors affecting children’s school functioning
<p>Family Skills Training</p>	<ul style="list-style-type: none"> ● Provides services under the clinical supervision of a Qualified Mental Health Professional ● Provide family skills training according to Individual Treatment Plans ● Utilize evidence based curriculum to teach skills ● Document service provision ● Gather data on student progress/goals/ objectives ● Collaborate with special education teachers regarding service delivery and progress 	<ul style="list-style-type: none"> ● Understand the District’s special education policies and procedures ● Understand the rules and procedure required under CTSS service provision ● Knowledge of evidence based curriculum, data collection and measurable outcomes ● Have an understanding of human behavior and the social environment including theories of human growth and development; cultural, racial and ethnic diversity; needs of at-risk and disabled children; and biological factors affecting children’s school functioning
<p>Family Support Groups</p>	<ul style="list-style-type: none"> ● Provide education on various parenting topics ● Facilitate opportunities for parents to engage in discussion. 	<ul style="list-style-type: none"> ● Knowledge of various mental health topics of interest to parents ● Ability to facilitate small group discussions ● Ability to present information in a clear and concise manner
<p>CTSS Service Plan Development and Review</p>	<ul style="list-style-type: none"> ● Time spent developing and reviewing individualized treatment plans with clients and their caregivers 	<ul style="list-style-type: none"> ● Knowledge of diagnoses and appropriate goals and interventions. ● Adherence to individualized treatment plan timelines and requirements.

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

CTSS Scoring and Administering Standardized Measures	<ul style="list-style-type: none"> • Time spent administering and reporting standardized outcomes and measurements as part of an evaluation or development and review of a treatment plan as a part of service 	<ul style="list-style-type: none"> • Adherence to statute requirements
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SCHOOL DIRECTED SUPPORT SERVICES TO BE PROVIDED

The Contractor’s employees will also participate in crisis intervention teams as part of the school’s response team. These services are outside of the mental health services outlined above. This service is school directed and done in accordance with the District’s requirements.

BUILDING

The Contractor’s mental health employees are responsible for learning and following the cultures, policies and procedures in each of the buildings where they are assigned. They are responsible for attending training required and provided by the District, for participating in fire drills, lock down procedures, and for building safe, effective, and professional relationships with staff and students in each school building.

District will provide office space within the designated sites, name badges, keys, and phone access including voicemail, district email and computers for the Contract staff to utilize during school hours. Contractor will provide tablets needed to obtain electronic signatures for Electronic Medical Record (EMR).

THERAPUTIC SUPPLIES

District will provide items students need related services/supplies that will allow student to benefit from special education. Clinical Trainee will place order for needed items with the appropriate District Administrative Assistant as items are deemed necessary for treatment and assessment of Mental Health needs. District will respond to request within 30 school days.

TRAINING

The Contractor is responsible for providing professional development training for all contracted staff. Contract staff will participate effectively in trainings on Multi-Tiered Systems of Supports, crisis response, restraint and seclusion, blood borne pathogens and fire or emergency operations provided by the District.

FFC will provide and maintain all continuing education and training needs for CTSS certification as well as FERPA and HIPPA training to all mental health staff working in school based sites.

**EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024**

PHYSICAL RESTRAINTS

When a Contractor staff is provided District training regarding use of restraint, procedures and approved technique for restraint, Contractor staff (MHP/CT/QMHP) may engage in restraint of a child based on the school's policies and procedures. Staff who restrain a child in this situation must follow all District policies and procedures regarding documentation, notifications and any other requirements related to the use of restraint under the District's requirements. The use of physical restraints by Contractor staff is an additional service under this contract outside of the CTSS services provided under the DHS certification.

TRANSPORTATION AND MILEAGE

If transportation is outlined in a student's Behavior Intervention Plan (BIP), then Contractor staff will need to be van trained and when this intervention is utilized it needs to be communicated to Nicole Bolduan at River Bluff Education Center

Contractor staff will follow District processes for mileage reimbursement when traveling between schools for observation or to and from students' houses for family services.

COMPENSATION/PAYMENT

Contractor will invoice District on the 15th of each month. The invoices will identify salaries and benefits as well as positions are being accounted for within the identified dates. The contracted rates are to account for a full school year of employment. Those positions filled after the school year has begun or vacated within the school year will be prorated as the total contract will be paid out over a 12 month period.

The District will bill all eligible mental health services to the Minnesota Health Care Programs. When these students are covered by insurance other than the Minnesota Health Care Programs, the District will seek the parent's permission to bill the insurance provider whenever possible.

The District is responsible for using the CTSS revenue that is collected under this agreement for technology, training, or special education services provided by staff not involved in the provision of CTSS services.

Whenever the Contractor provides mental health services that are not included in a student's IEP/IFSP, or are provided outside of the school day, the Contractor will bill all available third party sources including Minnesota Health Care Programs (MHCP) for the service. Even though these services are coordinated with the student's educational program, they are also separate from the student's educational program and therefore do not fall under the student's right to a

EXHIBIT 1: Attachment to the Professional Service Agreement
Contract Year: July 2023– June 2024

free and appropriate public education. In these instances, the Contractor will bill parents for all required deductibles and co-pays.

COMMUNICATION

District concerns with the provision of any services shall be brought to the attention of the Contractor Program Coordinator. Addendums or changes to the contract will be communicated between the District Liaison and Contractor’s School Based Services Specialist.

MEDICAL NECESSITY

The Contractor’s diagnostic assessments will recommend specific mental health services that are recognized as the prevailing standard or current practice for treating any identified conditions or disabilities in order to assist the student in achieving an acceptable level of behavioral and emotional functioning.

Each student’s IEP team will determine which medically necessary mental health services are needed in order for the student to benefit from special education. When the Contractor completes a diagnostic assessment, the CT will participate in the student’s IEP team meeting in order to help team members best understand the recommendations. The Contract employee will assist parents in obtaining medically necessary services recommended in the diagnostic assessment and not included in the IEP/IFSP. When treatment goals are achieved and any mental health services included in the IEP/IFSP are no longer medically necessary, or when mental health treatment needs change, the Contractor employee will participate in IEP team meetings where changes are being discussed. When IEP teams rely on outside diagnostic assessments, the Contractor’s CT assigned to the building the student attends will participate in that student’s IEP meetings when asked to do so.



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

Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: Goodhue County Education District

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): 6051-61

Superintendent or Exec. Director Name: Cheryl Johnson

Will act as the IOwA? Yes No

If no, identify below the individual who will act as the IOwA for your organization.

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: Cheryl Johnson

Title: Executive Director

Board Member Signature:

Name: _____

Date: June 21, 2023

Once the EDIAM Board Resolution is completed, scan and email it to: useraccess.mde@state.mn.us

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

School: _____ **Date:** _____

Staff Training:

How many staff members received the required CPI training in your building? _____

Did any untrained staff participate in a restrictive procedure? Yes No If yes, what was the rationale? _____

Seclusionary Time Outs:

How many seclusionary time outs were used during the school year? _____

Were any seclusionary time outs conducted in other than the specially designed time out room? Yes No

Were seclusionary time outs used only in response to an "Emergency?" Yes No

If the answer is "no," explain why and the corrective action taken: _____

Seclusionary time out room(s) was/were inspected during the school year? Yes No

Any repair to the room(s) has/have been made? Yes No

If no, responsible parties have been contacted to ensure room(s) has/have been repaired? Yes No

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

Physical Holding:

How many physical holdings were used during the school year? _____

Were physical holdings used only in response to an "Emergency?" Yes No

If the answer is "no," explain why and the corrective action taken: _____

Prohibited Use:

Did the debriefing teams find incorrect or prohibited use of a restrictive procedure? Yes No

If "yes," what corrective action was taken: _____

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



Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

Restrictive Procedures Oversight Committee Meeting Log

Members Present

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

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

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

Goodhue County Education District #6051
Building Oversight Committee Members
2022-2023 2023-2024

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

River Bluff Education Center Oversight Committee Members

Cheryl Johnson, Executive Director

Nicole Bolduan, Director of Special Education/Principal

Jenny Marquardt, Coordinator

Shelly Angell, Social Worker

Julie Braford, Teacher

~~Hannah Bystom, Mental Health Professional~~ TBD

Kailee Acosta, Paraprofessional

Goodhue County Education District #6051 Staff Debriefing Meeting

Student Name: _____ DOB: _____ Building: _____

Date of Debrief: _____ Date of Incident: _____

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

If answered no, explain why:

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

Involved Staff: _____

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

What actions helped/what did not help?

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

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

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

Behavior History:

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

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



Use of Restrictive Procedures: Seclusion

Date: _____

Student: _____

ID: _____

DOB: _____

School: _____

Grade: _____

Gender: _____

Part A. Is the student Hispanic/Latino?

Yes No

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

American Indian or Alaska Native

Asian

Black or African American

White

Native Hawaiian or Other Pacific Islander

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

Staff involved:

Name:

Position:

Signature of person completing this form:

Position:

Phone:

EMERGENCY

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

Yes No

Description of the emergency situation:

Description of the incident that led to seclusion:

SECLUSION

Location of the seclusion room:

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

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

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

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

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

Explain:

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

Explain:

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

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

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

REMOVAL FROM SCHOOL

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

PARENT NOTIFICATION

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

Parent: _____ Date: _____ Time: _____

Notified by: _____

How notified: _____

Use of Restrictive Procedure – Physical Holding

Student Name: _____ ID: _____ DOB: _____ Grade: _____

School: _____ Date of Incident: _____

Ethnicity: Is the student Hispanic/Latino? What is the student's Race? (choose one or more)

Yes No

American Indian or Alaska Native Asian

Black or African American White

Native Hawaiian or Pacific Islander

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

Staff Involved:

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

Person completing form: _____ Title: _____

EMERGENCY

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

Description of the emergency situation:

Description of the incident that led to physical holding:

PHYSICAL HOLDING

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

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

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

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

Explain:

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

Explain:

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

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

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

Removal From School

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

Parent Notification

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

Parent: _____ Date: _____ Time: _____

Notified by: _____

How notified: _____

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

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

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

Fire Marshall checked on: August 17, 2015

Registered with MDE on: November 3, 2015

Room Measurement: 6'x5'4"

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

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

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

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

- Are all fixtures tamperproof? Yes

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

- Is ceiling secure? Yes No

Door and locking mechanisms:

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

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

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



The Goodhue County Education District has one room used for seclusion during the ~~2022-2023~~ 2023-2024 year.

Goodhue County Education District #6051

Restrictive Procedures Plan

June 21, 2023

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Goodhue County Education District #6051 Restrictive Procedures Plan

In accordance with Minnesota Statute ~~125A.0941 and~~ 125A.0942, sSubd. 1, schools that intend to use restrictive procedures shall maintain and make publicly accessible in an electronic format on a school or district website or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities. ~~every school district is required to develop and make public a plan that discloses its use of restrictive procedures.~~ Restrictive Procedure means the use of physical holding or seclusion in an emergency. The plan specifically outlines the list of restrictive procedures the school intends to use; ~~describes how the school will implement a range of positive behavior strategies; links to mental health services; how the district will provide training on de-escalation techniques, consistent with 122A.187, subd. 4; how the school will monitor and review the use of restrictive procedures, including post use debriefings , consistent with subd. 3 paragraph (a), clause (5); and convening an oversight committee to undertake quarterly reviews of the use of restrictive procedures;~~ and a written description and documentation of the training and staff that have completed the training ~~under subd. 5; ..~~ This plan is available upon request.

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

A. Definitions

The following terms are defined as:

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

4. "Restrictive procedures" means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
5. "Seclusion" means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

B. Staff Training – Requirements and Activities

Requirements

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

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

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

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

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

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

1. Recognizing anxiety.
2. Recognizing nonverbal behavior.
3. Giving children time and space to release.

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

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

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

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

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

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

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

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

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

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

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

C. Restrictive Procedures and/or Seclusion

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

- (1) physical holding or seclusion is the least intrusive intervention that effectively responds to the emergency;
- (2) physical holding or seclusion is not used to discipline a noncompliant child;
- (3) physical holding or seclusion ends when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;
- (4) staff directly observes the child while physical holding or seclusion is being used;
- (5) each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion documents, as soon as possible after the incident concludes, the following information:
 - (i) a description of the incident that led to the physical holding or seclusion;
 - (ii) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;

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

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

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

(6) the room used for seclusion must:

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

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

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

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

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

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

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

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

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

Physical Holdings

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

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

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

Notification to Parents

A school shall make:

- Reasonable efforts to notify the parent on the same day a restrictive procedure is used **on the child**; or
- If unable to provide same-day notice, notice is sent within two days by written or electronic means; or as otherwise indicated by the parent in the child's IEP, IFSP or BIP.

Reporting Requirements for Using Restrictive Procedures

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

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

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

Reporting Requirement – Serious Injury

“Serious Injury” means:

- Fractures;
- Dislocations;

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

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

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

D. Prohibited Procedures

The following actions or procedures are prohibited. ~~The Goodhue County Education District will never use the following prohibited procedures on a child:~~

1. Corporal punishment which includes conduct involving: (a) hitting or spanking a person with or without an object; or (b) unreasonable physical force that causes bodily harm or substantial emotional harm;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. ~~Totally or partially restricting a child's senses as punishment.~~
4. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
5. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate a child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;

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6. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under ~~chapter 260E section 626.556 (reporting of maltreatment of minors);~~
 - ~~7. Totally or partially restricting a student's senses as punishment;~~
 8. Withholding regularly scheduled meals or water;
 9. Denying the child access to bathroom facilities; ~~and~~
 10. Physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso.
 11. Prone ~~r~~Restraint; ~~and~~
1. The use of seclusion on children from birth through grade 3 by September 1, 2024.

E. Documentation of Physical Holding and Seclusion

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

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

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

F. Documentation of Post-use Staff Debriefing Meeting

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

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

G. Documentation for an Individual Education Plan (IEP) or an Individual Family Support Plan (IFSP)

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

behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources, and successful strategies; or consider whether to reevaluate the child. At the meeting the team will review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the IEP, IFSP or BIP.

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

H. Building Oversight Committees

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

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

I. Emergency Situations – Use of Restrictive Procedures

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

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

J. Positive Behavior Interventions and Supports

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

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

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

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

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

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

102 EQUAL EDUCATIONAL OPPORTUNITY

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

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school education district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school education district is to provide equal educational opportunity for all students. The school education district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school education district also makes reasonable accommodations for students with disabilities.
- B. The school education district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school education district's policy on harassment and violence and the school education district's procedures for addressing such complaints, refer to the school education district's policy on harassment and violence (Policy 413).
- C. The school education district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school education district's policy on student disability nondiscrimination (Policy 521).
- D. The school education district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school education district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school education district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school education district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies;

scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- E. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- F. Every ~~school~~education district employee shall be responsible for complying with this policy.
- G. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate ~~school~~education district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the ~~superintendent~~executive director.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)



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

— ACKNOWLEDGMENT —

DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL POLICY

I have received a copy of the Drug-Free Workplace/Drug-Free School Policy of Independent School District No. 6051_____, Goodhue County Education District, Red Wing, Minnesota.

Dated: _____

Signature of Employee/Applicant

Typed or Printed Name

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

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

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, ~~(including edible cannabinoid products)~~, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, ~~(including edible cannabinoid products)~~, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other ~~school~~ education district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, ~~(including edible cannabinoid products)~~, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the ~~school~~ education district owns, leases, rents, contracts for, or controls.
- D. The ~~school~~ education district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, ~~school~~ education district personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means. ~~any route of administration.~~
- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the

form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health ("Commissioner").

- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any ~~school~~ education district building or on any ~~school~~ education district premises; in any ~~school~~ education district-owned vehicle or in any other ~~school~~ education district-approved vehicle used to transport students to and from school or school activities; off ~~school~~ education district property at any ~~school~~ education district-sponsored or ~~school~~ education district-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the ~~school~~ education district; or during any period of time such employee is supervising students on behalf of the ~~school~~ education district or otherwise engaged in ~~school~~ education district business.
- H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act. ¶
- I. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- I. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means. ~~includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.~~

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the schooleducation district's student medication policy.

[Note: SchoolEducation districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the schooleducation district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The schooleducation district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, in accordance with schooleducation district procedures."]

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free SchoolEducation district policy and shall be required to acknowledge that he or she has received the policy.

[Note: The Drug-Free Workplace Act requires that schooleducation district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code section 8103; 34 Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the schooleducation district of this federal requirement.]

- D. Employees are subject to the schooleducation district's drug and alcohol testing policies and procedures.

- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.

- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the schooleducation district board only. The applicant shall apply for permission in writing and shall follow the schooleducation district board procedures for placing an item on

the agenda.

VI. ~~SCHOOL~~ EDUCATION DISTRICT PROGRAMS

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. ~~School~~ Education district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the ~~school~~ education district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VI. ENFORCEMENT

- A. Students
1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and ~~(including edible cannabinoid products.)~~
 2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service, which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
 3. A student who violates the terms of this policy shall be subject to discipline in accordance with the ~~school~~ education district's discipline policy. Such discipline may include suspension or expulsion from school.
- B. Employees
1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a ~~school~~ education district federal grant is performed, no later than five (5) calendar days after

such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school education district board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school education district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school education district board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school education district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

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

[Note: SchoolEducation districts are not required by statute to have a policy addressing these issues. However, 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, 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 schooleducation 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 schooleducation 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 schooleducation district property and all off-campus events sponsored by the schooleducation 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 schooleducation 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 schooleducation district property and all off-campus events sponsored by the schooleducation district.
- C. The schooleducation district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, schooleducation district 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.]

- D. ***The schooleducation 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 schooleducation 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 synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on ~~school~~education district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. 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~~education district property or at off- campus events sponsored by the ~~school~~education district.

V. VAPING PREVENTION INSTRUCTION

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

[NOTE: In addition, **school education 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 education** district discipline procedures.
- C. **School Education** district administrators and other **school education district** personnel who violate this tobacco-free policy shall be subject to **school education** district discipline procedures.
- D. **School Education** district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and **school education** district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other **school education** district supervisory personnel responsible for the area or program at which the violation occurred.
- F. **School Education district** 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 education** district will develop a method of discussing this policy with students and employees.

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

424 LICENSE STATUS

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

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the ~~school~~education district and to fulfill its duty to ascertain the licensure status of its teachers. A ~~school~~education district board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the ~~school~~education district.
- B. No person shall be a qualified teacher until the ~~school~~education district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The ~~school~~education district has a duty to ascertain the licensure status of its teachers and ensure that the ~~school~~education district's teacher license files are up to date. The ~~school~~education district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the ~~school~~education district.
- D. The ~~school~~education district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

- A. The ~~superintendent~~executive director or the ~~superintendent~~executive director's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the ~~superintendent~~executive director or the ~~superintendent~~executive director's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the ~~superintendent~~executive director prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the ~~superintendent~~executive director will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from

employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the ~~superintendent~~ **executive director's** failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, ~~Subd. 13~~ (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References: None

425 STAFF DEVELOPMENT AND MENTORING

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

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The ~~school~~ **school education district** board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the ~~school~~ **school education district** board. Committee members shall serve a two-year term^{1*} based upon nominations by board members, teachers, and paraprofessionals. The ~~school~~ **school education district** board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The ~~school~~ **school education district** board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the ~~school~~ **school education district** board. Team members shall serve a two-year term^{*} based upon nominations by board members, teachers, and paraprofessionals. The ~~school~~ **school education district** board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the ~~school~~ **school education district** board twice a year.^{2*}

^{1*} This time period may be changed to accommodate individual school district needs.

~~^{2*} This time period may be changed to accommodate individual school district needs.~~

- B. The Staff Development Plan must contain the following elements:
1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school education district board;
- [Note: The board-determined education outcomes for your district could be inserted here.]***
2. The means to achieve the Staff Development outcomes;
 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
 5. The Staff Development Plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

- e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The **school education** district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[Note: To the extent the **school education** district board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.

- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the ~~school~~education district board on a quarterly basis^{3*} the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or ~~school~~education district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the ~~school~~education district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the ~~school~~education district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The ~~school~~education district board will review the site plans for consistency with the Staff Development Plan twice a year.*
- B. The Site Professional Development Team must demonstrate to the ~~school~~education district board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the ~~school~~education district board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the ~~school~~education district board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the ~~school~~education district is in statutory operating debt or a majority of the ~~school~~education district board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the ~~school~~education district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. . To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The ~~school~~education district also may use the revenue reserved for staff development for grants to the ~~school~~education district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused

^{3*} This time period may be changed to accommodate individual school district needs.

on teaching a core subject.

- B. The **school education** district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly^{4*} basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the **school education** district board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the **school education** district board and/or **superintendent executive director** for consistency with the Staff Development Plan on a quarterly basis.*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to **school education** district policy, staff procedures, contractual agreement, and the effect on **school education** district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The **school education** district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:
 - 1. additional stipends as incentives to mentors of color or who are American Indian;
 - 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
 - 3. programs for induction aligned with the **school education** district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
 - 4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

^{4*} This time period may be changed to accommodate individual school district needs.

To the extent the ~~school~~education district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The ~~school~~education district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A ~~school~~education district administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VII. REPORTING

- A. The ~~school~~education district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the ~~school~~education district's world's best workforce report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 - 2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and
 - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- 3. The report will be signed by the ~~superintendent~~executive director and staff development chair.
- B. To the extent the ~~school~~education district receives a grant for mentorship activities

described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
[Minn. Stat. § 121A.642 \(Paraprofessional Training\)](#)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.

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 education district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- 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 education district property.
- D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (~~e.g. i.e.~~, student undergoing chemotherapy, medical situations, student religious practice or belief).
- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.
- F. "Gang," as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang

activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

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

Legal References: U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, ~~89 S.Ct. 733, 21 L.Ed.2d 731~~ (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

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

(Sample Form)
NOTICE OF SUSPENSION
(Date)

(Name of Parent or Guardian)
(Address)
(City, State, Zip)

Dear (Parent or Guardian)

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

The grounds for suspension are:

Briefly, the facts that have been determined are:

The testimony received was:

An administrative conference to determine the above was conducted before

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

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

The plan of readmission is:

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

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

If you have any questions, please call.

Sincerely,

Administrator

Enc: Minn. Stat. §§ 121A.40-121A.56

506 STUDENT DISCIPLINE

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and

alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

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

IV. POLICY

- A. The ~~school~~education district board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the ~~school~~education district for the education of the pupil during the dismissal period.
- C. The ~~school~~education district is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the ~~school~~education district or is awaiting enrollment in a new district, the ~~school~~education district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The ~~school~~education district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the ~~school~~education district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 - 3. the ~~school~~education district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the ~~school~~education district website.

V. AREAS OF RESPONSIBILITY

- A. The School Education district Board. The ~~school~~education district board holds all ~~school~~education district personnel responsible for the maintenance of order within the ~~school~~education district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent/Executive director. The ~~superintendent~~executive director shall

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

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- C. Principal. The ~~school~~education district principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final ~~school~~education district board approval. The principal shall give direction and support to all ~~school~~education district personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to ~~correct or~~restrain a student ~~to~~ prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to ~~correct or~~restrain a student ~~to~~ prevent imminent bodily harm or death to the student or another.
- E. Other School Education District Personnel. All ~~school~~education district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the ~~superintendent~~executive director. A ~~school~~education district employee, school bus driver, or other agent of a ~~school~~education district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student ~~to~~ prevent bodily harm or death to the student or another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with ~~school~~education district authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
 - 1. The ~~school~~education district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 - 2. Beginning with the 2024-2025 school year, the ~~school~~education district must

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

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

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

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

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the **school** district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and **school** property or property immediately adjacent to school grounds; **school**-sponsored activities or trips; 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** 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 unacceptable behavior subject to disciplinary action at these locations and events, the **school** district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the **school** district or the safety or welfare of the student, other students, or employees.
1. Violations against property including, but not limited to, damage to or destruction of **school** property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 2. The use of profanity or obscene language, or the possession of obscene materials;
 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 4. Violation of the **school** district's Hazing Prohibition Policy;
 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 6. Violation of the **school** district's Student Attendance Policy;
 7. Opposition to authority using physical force or violence;
 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the **school** district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
 10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
 11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the ~~school~~education district's Weapons Policy;
14. Violation of the ~~school~~education district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the ~~school~~education district's Internet Acceptable Use and Safety Policy;
22. ~~Use of a cell phone in violation of the ~~school~~education district's Internet Acceptable Use and Safety Policy; Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;~~
23. Violation of school bus or transportation rules or the ~~school~~education district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on ~~school~~education district property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the ~~school~~education district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the ~~school~~education district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the ~~school~~education district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which

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

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school education district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school education district personnel;
36. Violation of the school education district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school education district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school education district property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school education district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school education district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school education district, which are disruptive of the educational process or dangerous or detrimental to the

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

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school education district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school education district staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school education district must not use recess detention unless:
 - 1. a student causes or is likely to cause serious physical harm to other students or staff;
 - 2. the student's parent or guardian specifically consents to the use of recess detention; or
 - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school education district must not withhold recess from a student based on incomplete schoolwork.
- E. The school education district must require school education district staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school education district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school education district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school education district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor, or other **school** education district personnel, and verbal warning;
- B. Confiscation by **school** education district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any **school** education district policy, rule, regulation, procedure, or state or federal law. If confiscated by the **school** education district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the **school** education district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other **school** education district employee to prohibit a student from attending a class or

activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

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

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

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

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

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

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

1. Specify procedures *to remove a student from a class* to be followed by a teacher, ~~school~~school education district administrator, or other ~~school~~school education district employee ~~to remove a student from a class~~;
2. Specify required approvals necessary;
3. Specify paperwork and reporting procedures.

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

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

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

1. Designation of where student is to go when removed;
2. Designation of how student is to get to designated destination;

3. Whether student must be accompanied;
4. Statement of what student is to do when and while removed;
5. Designation of who has control over and responsibility for student after removal from class.

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

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

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

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

H. Disabled Students; Special Provisions.

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

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

1. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;
2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota StatutesN section 121A.29.

J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

L. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services; and

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School Education district 's Behavior Policies have Access to a Remedial Response, Consistent with

Minnesota Statutes, section 121A.031.

XII. DISMISSAL

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

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

The ~~school~~education district shall not dismiss any student without attempting to ~~provide alternative educational services~~ use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable ~~school~~education district board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of ~~school~~education district personnel to perform their duties, or ~~school~~education district sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including ~~school~~education district employees, or property of the ~~school~~education district.¶

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the ~~school~~education district administration, under rules promulgated by the ~~School~~Education district Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days,

the suspending administrator shall provide the ~~superintendent~~ ~~executive director~~ with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. ~~School~~ ~~Education~~ district administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The ~~school~~ ~~education~~ district principal or other person having administrative control of the ~~school~~ ~~education~~ district building or program is encouraged to designate a district or ~~school~~ ~~education~~ district employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the ~~school~~ ~~education~~ district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. ~~School~~ ~~Education~~ district administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a ~~school~~ ~~education~~ district-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The ~~school~~ ~~education~~ district administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the ~~school~~ ~~education~~ district is in the process of initiating an expulsion, in which case the ~~school~~ ~~education~~ district administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

6. ~~Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. The school administration shall implement alternative educational services when the suspension exceeds five (5) days.~~ Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.¶
7. The ~~school~~ school education district administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a ~~school~~ school education district administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After ~~school~~ school education district administration notifies a student of the grounds for suspension, ~~school~~ school education district administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The ~~school~~ school education district administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the ~~school~~ school education district board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are

implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a ~~school~~education district board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the ~~school~~education district board.
2. "Exclusion" means an action taken by the ~~school~~education district board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the ~~school~~education district board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the ~~school~~education district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe ~~alternative educational services~~the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The ~~school~~education district shall ~~must~~ advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.*
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the ~~school~~education district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The ~~school~~education district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The ~~school~~education district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The ~~school~~education district board may appoint an attorney to represent the ~~school~~education district in any proceeding.
10. If the student designates a representative other than the parent or guardian,

the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the **school education** district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all **school education** district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any **school education** district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the **school education** district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the **school education** district board and served upon the parties within two (2) days after the close of the hearing.
17. The **school education** district board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The **school education** district board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the **school education** district board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the **school education** district board may appeal the decision to the Commissioner within twenty-one (21) calendar days of **school education** district board action pursuant to Minnesota Statutes section 121A.49. The decision of the **school education** district board shall be implemented during the appeal to the Commissioner.
19. The **school education** district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The **school education** district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special

education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a ~~school~~education district administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the ~~school~~education district.

XIII. ADMISSION OR READMISSION PLAN

A ~~school~~education district administrator ~~shall~~must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~may~~must include measures to improve the student's behavior, ~~including~~which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain ~~parental~~parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

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

expulsion – as if the student did not have a disability, unless the student’s educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student’s disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the **school education** district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and **school education** district staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent executive director for consideration by the school education district board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: _____

MSBA/MASA Model Policy 507

Orig. 1995

Revised: _____

Rev. 2023

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

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

I. PURPOSE

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a student.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school education district shall inflict corporal punishment or use prone restraint upon a student. or charter school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

III. DEFINITIONS

1. "Corporal punishment" means conduct involving:
 - a. hitting or spanking a person with or without an object; or
 - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Prone restraint" means placing a child in a face-down position.

IV. PROHIBITIONS

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.
3. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.
4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582.

V. EXCEPTIONS

A teacher or school education district principal may use reasonable force under the conditions

set forth in Policy 507 (Student Discipline).

VI. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and ~~school~~education district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
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 506 (Student Discipline)

Adopted: _____

MSBA/MASA Model Policy 509

Orig. 1995

Revised: _____

Rev. 2023

509 ENROLLMENT OF NONRESIDENT STUDENTS

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

I. PURPOSE

The ~~school~~education district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the ~~school~~education district in making said determination.

II. GENERAL STATEMENT OF POLICY¶

The ~~school~~education district board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by ~~school~~education district board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by ~~school~~education district board policy or other directive; and
2. in considering the capacity of a grade level, the ~~school~~education district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the ~~school~~education district; or (b) the number of ~~school~~education district resident students at that grade level enrolled in a nonresident ~~school~~education district in accordance with Minnesota Statutes, section 124D.03.
3. the applicant is not otherwise excluded by action ~~foof~~ of the ~~school~~education district because of previous conduct in another ~~school~~education district.

B. If the ~~school~~education district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions above, the ~~school~~education district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, ~~with~~ ~~except that such term does not include the exception of~~ a pocket knife with a blade less than two and one-half inches in length, at school or a school function;¶
2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application

The **school education** district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the **school education** district from proceeding with exclusion as set out in this policy.

D. Application

The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.

The **school education** district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The **school education** district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

E. Lotteries

If a **school education** district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the **school education** district's staff, and students residing in that part of a municipality (a statutory or home rule

charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the ~~school~~education district lottery must be established by ~~school~~education district board policy and posted on the ~~school~~education district's website.

F. Exclusion

1. Administrator's initial determination. If a ~~school~~education district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or ~~school~~education district policy, the administrator will transmit the application to the ~~superintendent~~executive director with a recommendation of whether exclusion proceedings should be initiated.
2. SuperintendentExecutive director's review. The ~~superintendent~~executive director may make further inquiries. If the ~~superintendent~~executive director determines that the applicant should be admitted, he or she will notify the applicant and the ~~school~~education district board chair. If the ~~superintendent~~executive director determines that the applicant should be excluded, the ~~superintendent~~executive director will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the ~~school~~education district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

The ~~school~~education district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8. The ~~school~~education district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the ~~school~~education district will send to the student's parents a written notice of the

school education district's belief that the student is not a resident of the school education district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent executive director or the superintendent executive director's designee. The superintendent executive director or the superintendent executive director's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school education district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
[18 U.S.C. 930, para. \(g\)\(2\) \(Definition of weapon\)](#)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The ~~school~~ ~~education district~~ board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The ~~superintendent~~ ~~executive director~~'s decision shall be final.

C. Program Design

1. The ~~superintendent~~ ~~executive director~~, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the ~~school~~ ~~education~~ district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.
2. The ~~school~~ ~~education~~ district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The ~~school~~ ~~education~~ district ~~will~~ ~~must~~ adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The ~~school~~education district ~~will~~must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the ~~school~~education district will:
 - a. assess a student’s readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

5. The ~~school~~education district ~~will~~must adopt procedures ~~consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child’s ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child’s knowledge, skills, and abilities.~~The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Students Program)
 Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
 MSBA/MASA Model Policy 620 (Credit for Learning)

514 BULLYING PROHIBITION POLICY

[Note: School Education 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 education district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school education district personnel. However, to the extent such conduct affects the educational environment of the school education district and the rights and welfare of its students and is within the control of the school education district in its normal operations, the school education district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school education district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on the school education district premises, at the school education district functions or activities, on the school education district transportation;
 2. by the use of electronic technology and communications on the school education district premises, during the school education district functions or activities, on the school education district transportation, or on the school education district computers, networks, forums, and mailing lists; or
 3. by use of electronic technology and communications off the school education district premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. 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 education district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school education district 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 education district property and/or with or without the use of school education district resources. This policy also applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school education district personnel.

Malicious and sadistic conduct and sexual exploitation by a school education district or school education district staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school education district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. 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 education district's policies and procedures, including the school education district's discipline policy (See MSBA/MASA Model Policy 506). The school education district may take into account the following factors:
1. The developmental ages and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school education district functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct as defined in this policy, and sexual exploitation.

- 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 education district premises, on school education district property, at school education district functions or activities, on school education district transportation, or on school education district computers, networks, forums, and mailing lists, or off school education district premises to the extent that it substantially and materially disrupts student learning or the school education district environment.

- C. "Immediately" means as soon as possible but in no event longer than 24 hours.

- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty. ⇐

- F. "On school education district premises, on school education district property, at school education district functions or activities, or on school education district transportation" means all school education district buildings, school education district grounds, and school education district property or property immediately adjacent to school education district grounds, school bus stops, school buses, school education district vehicles, school education district contracted vehicles, or any other vehicles

approved for ~~school~~education district purposes, the area of entrance or departure from ~~school~~education district grounds, premises, or events, and all ~~school~~education district-related functions, ~~school~~education district-sponsored activities, events, or trips. SchoolEducation district property also may mean a student's walking route to or from school for purposes of attending school or ~~school~~education -related functions, activities, or events. While prohibiting bullying at these locations and events, the ~~school~~education district does not represent that it will provide supervision or assume liability at these locations and events.

- G. "Prohibited conduct" means bullying, ~~or~~ cyberbullying ~~as defined in this policy,~~ malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. ~~bullying.~~
- H. "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.
- I. "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~~education district official designated by this policy. A person may report bullying anonymously. However, the ~~school~~education district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The ~~school~~education district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the ~~school~~education district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a ~~school~~education district human rights officer or the ~~superintendent~~executive director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the ~~superintendent~~executive director or the ~~school~~education district human rights officer by the reporting party or complainant.

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

- D. A teacher, ~~school~~education district administrator, volunteer, contractor, or other ~~school~~education district employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. SchoolEducation 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 education** district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the **school education** district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. **SCHOOLEDUCATION DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the **school education** district shall undertake or authorize an investigation by the building report taker or a third party designated by the **school education** district.
- B. The building report taker or other appropriate **school education** district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the **school education** district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. **School Education** district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable **school education** district policies; and applicable regulations.
- E. The **school education** district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the **school education** district. **School Education** district officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the **school education district—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 education district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school education district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school education district shall discuss this policy with school education district personnel and volunteers and provide appropriate training to school education district personnel regarding this policy. The school education district shall establish a training cycle for school education district personnel to occur during a period not to exceed every three school years. Newly employed school education district personnel must receive the training within the first year of their employment with the school education district. The school education district or a school education district administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school education district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school education district personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school education district annually will provide education and information to students regarding bullying, including information regarding this school education district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school education district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

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

VIII. NOTICE

- A. The **school education** district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy ~~or a summary thereof~~ must be conspicuously posted **throughout each school building**, in the administrative offices of the **school education** district, and in the office of each school.
- C. This policy must be ~~distributed~~ **given** to each **school education** district or

~~school education district employee and independent contractor at the time of hiring or contracting, 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 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 education district's or a school education district's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school education district employees.
- G. The school education district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school education district board shall, on a cycle consistent with other school education district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 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 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. § 121A.0311 (Notice of the 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 Schools)
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 Nondiscrimination Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 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)

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 516.5
Orig. 2023
Rev: June
2023

516.5 OVERDOSE MEDICATION

[Note: The 2023 Minnesota legislature enacted legislation requiring ~~School Education districts to maintain a supply of opiate antagonists. are not required to adopt a policy on the use of emergency drugs for the treatment of drug-related overdoses. School Education districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of a prescription medication, particularly to an individual to whom it was not prescribed. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]~~

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the ~~school education~~ district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on ~~school education~~ district property during the school day or at ~~school education~~ district activities.

II. GENERAL STATEMENT OF POLICY

The ~~school education~~ district board authorizes ~~school education~~ district administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained ~~school education~~ district staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the ~~school education~~ district and its employees by law; 2) that the ~~school education~~ district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the ~~school education~~ district board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a ~~school education~~ district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The ~~school~~education district's Naloxone Coordinator is [insert title of staff person appointed as coordinator].

- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from the ~~school~~education district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The ~~school~~education district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.
- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the ~~school~~education district will establish a district-wide collaborative planning and implementation team ("District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the ~~school~~education district board as to its activities.

- 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
- 2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by ~~school~~education district staff in all

school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.

3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the **school education** district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the **school education district** board. Once approved by the **school education district** board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a. Ensure that when Naloxone is administered, **school education** district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b. Require **school education** district employees to contact a **school education** district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct **school education** district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require **school education** district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School Education district Staff

School Education district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

[Note: School Education districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school education district property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school education district board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school education district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school education district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
~~Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)~~
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone

INTERNET USE AGREEMENT - STUDENT

STUDENT

I have read and do understand the ~~school~~education district policies relating to safety and acceptable use of the ~~school~~education district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the ~~school~~education district policies relating to safety and acceptable use of the ~~school~~education district computer system and the Internet. I understand that this access is designed for educational purposes. The ~~school~~ education district has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the ~~school~~ education district to restrict access to all controversial materials and I will not hold the ~~school~~ education district or its employees or agents responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature: _____

SUPERVISING TEACHER

(Must be signed if applicant is a student)

I have read the ~~school~~ education district policies relating to safety and acceptable use of the ~~school~~ education district computer system and the Internet and agree to promote these policies with the student. Because the student may use the Internet on the ~~school~~ education district computer system for individual work or in the context of another class, I cannot be held responsible for the student's use of the Internet on network. As the supervising teacher I do agree to instruct the student on acceptable use of the Internet and network and proper network etiquette.

Teacher's Name (please print): _____

Teacher's Signature: _____

INTERNET USE AGREEMENT - EMPLOYEE

SCHOOL DISTRICT EMPLOYEE

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the schooleducation district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the schooleducation district computer system and the Internet, including electronic communications, the schooleducation district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the schooleducation district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The schooleducation district expects that faculty will blend thoughtful use of the schooleducation district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The schooleducation district is providing students and employees with access to the schooleducation district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The schooleducation district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the schooleducation district and schooleducation policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the schooleducation district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the schooleducation district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate schooleducation district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the schooleducation district system and Internet resources or accounts are considered unacceptable:
 - 1. Users will not use the schooleducation district system to access, review,

upload, download, store, print, post, receive, transmit, or distribute:

- a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the **school**education district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the **school**education district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the **school**education district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the **school**education district system software, hardware, or wiring or take any action to violate the **school**education district's security system, and will not use the **school**education district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the **school**education district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use the **school**education district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[Note: SchoolEducation districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon schooleducation district policies and practices, schooleducation districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact information on **school**education district webpages or communications between employees and other individuals when such communications

are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting **school**education district-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the **school**education district as directory information and verification is made that the **school**education district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the **school**education district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a **school**education district-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the **school**education district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated **school**education district official. Users will not attempt to gain unauthorized access to the **school**education district system or any other system through the **school**education district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the **school**education district system may not be encrypted without the permission of appropriate **school**education district authorities.
 - 8. Users will not use the **school**education district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any **school**education district computer, and will not plagiarize works they find on the Internet.
 - 9. Users will not use the **school**education district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the **school**education district. Users will not use the **school**education district system to offer or provide goods or services or for product advertisement. Users will not use the **school**education district system to purchase goods or services for personal use without authorization from the appropriate **school**education district official.
 - 10. Users will not use the **school**education district system to engage in bullying or cyberbullying in violation of the **school**education district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic

communication off ~~school~~ **school education district** premises to the extent that student learning or the school environment is substantially and materially disrupted.

- B. The ~~school~~ **school education** district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off ~~school~~ **school education** district premises also may be in violation of this policy as well as other ~~school~~ **school education** district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online ~~school~~ **school education district** activities, and breaches of ~~school~~ **school education district** security devices. If the ~~school~~ **school education** district receives a report of an unacceptable use originating from a non-school computer or resource, the ~~school~~ **school education** district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the ~~school~~ **school education** district computer system and the Internet and discipline under other appropriate ~~school~~ **school education** district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate ~~school~~ **school education** district official. In the case of a ~~school~~ **school education** district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a ~~school~~ **school education** district employee, the building administrator.

VI. FILTER

[Note: Pursuant to state law, ~~school~~ **school education** districts are required to restrict access to inappropriate materials on school computers with Internet access. ~~School Education~~ **School Education** districts seeking technology revenue pursuant to Minnesota Statutes section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, ~~school~~ **school education** districts should select one of the following alternative sections depending upon whether the ~~school~~ **school education** district is seeking such funding and the type of funding sought.]

~~ALTERNATIVE NO. 1~~

~~¶~~
[Note: ~~For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes section 125B.15.]~~

~~¶~~
~~All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.~~¶

~~¶~~
[Note: ~~The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to~~

~~restrict student access to such materials.]¶~~

~~¶~~

ALTERNATIVE NO. 2

~~[Note: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]¶~~

~~¶~~

~~A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.¶~~

~~¶~~

~~B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.¶~~

~~¶~~

~~C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.¶~~

ALTERNATIVE NO. 3

[Note: *SchoolEducation* districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires *schooleducation* districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such *schooleducation* districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. *SchoolEducation* districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for *schooleducation* districts that seek such federal financial assistance satisfies both state and federal law requirements.]

A. With respect to any of its computers with Internet access, the *schooleducation* district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
2. Child pornography; or
3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
 - D. An administrator, supervisor, or other person authorized by the Superintendent/Executive director may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
 - E. The school/education district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[Note: Although school/education districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school/education district policy.]

VII. CONSISTENCY WITH OTHER SCHOOL/EDUCATION DISTRICT POLICIES

Use of the school/education district computer system and use of the Internet shall be consistent with school/education district policies and the mission of the school/education district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school/education district system, the school/education district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school/education district system.
- B. Routine maintenance and monitoring of the school/education district system may lead to a discovery that a user has violated this policy, another school/education district policy, or the law.
- C. An individual investigation or search will be conducted if school/education district authorities have a reasonable suspicion that the search will uncover a violation of law or school/education district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school/education district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School/Education district employees should be aware that the school/education district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school/education district employees should be aware that data and other materials in files maintained on the school/education district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school/education district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school/education district policies conducted through the school/education district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the ~~school~~education district.
- B. This policy requires the permission of and supervision by the ~~school~~education district's designated professional staff before a student may use a ~~school~~education district account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the ~~school~~education district office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON ~~SCHOOL~~EDUCATION DISTRICT LIABILITY

Use of the ~~school~~education district system is at the user's own risk. The system is provided on an "as is, as available" basis. The ~~school~~education district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on ~~school~~education district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The ~~school~~education district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the ~~school~~education district system. The ~~school~~education district will not be responsible for financial obligations arising through unauthorized use of the ~~school~~education district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the ~~school~~education district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with ~~school~~education district policies.
 - 2. Disclaimers limiting the ~~school~~education district's liability relative to:
 - a. Information stored on ~~school~~education district diskettes, hard drives, or servers.
 - b. Information retrieved through ~~school~~education district computers, networks, or online resources.
 - c. Personal property used to access ~~school~~education district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of ~~school~~education district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of ~~school~~education district sponsored/managed Internet accounts.
 - 4. Notification that, even though the ~~school~~education district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the **school**education district's acceptable use policy, the user's access privileges may be revoked, **school**education district disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the **school**education district system and of the Internet if the student is accessing the **school**education district system from home or a remote location.
- B. Parents will be notified that their students will be using **school**education district resources/accounts to access the Internet and that the **school**education district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the **school**education district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the **school**education district, as part of a one-to-one program or otherwise, to provide a **school**education district-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the **school**education district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

- C. Within 30 days of the start of each school year, the **school education** district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 - 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 - 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 - 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The **school education** district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the **school education** district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOLEDUCATION DISTRICT-ISSUED DEVICES

- A. "School Education district-issued device" means hardware or software that the **school education** district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A **school education district-issued device** includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the **school education** district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a **school education district** -issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a **school education district** -issued device; or
 - 3. student interactions with a **school education district** -issued device, including but not limited to keystrokes and web-browsing activity.
- C. The **school education** district or a technology provider may only engage in activities prohibited by paragraph B if:
 - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by **school education** district employees, student teachers, staff contracted by the **school education** district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;
 3. the ~~school~~education district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the ~~school~~education district or a technology provider interacts with a ~~school~~education district -issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the ~~school~~education district -issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

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

[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a ~~school~~education district policy, a ~~school~~education district board could choose to direct ~~school~~education district administration to establish cell phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The **school education** district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the **school education district** board for approval. Upon approval by the **school education district** board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The **school education** district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the **school education district** board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ___, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
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 806 (Crisis Management Policy)

MSBA/MASA Model Policy 904 (Distribution of Materials on School District
Property by Nonschool Persons)

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

*[Note: **School Education** 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, 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 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 education** 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 education** 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 education** district's discipline policy.

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

III. DEFINITIONS

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

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching **school education district** 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.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

- C. "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.
- D. "Police liaison officer" is a peace officer who, pursuant to an agreement between the **school education 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.
- E. The phrase "remove the student from **school education district** grounds" is the act of securing the person of a student with an IEP and escorting that student from the **school education district** building or **school education district** activity at which the student with an IEP is located.
- F. "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).
- 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 EDUCATION DISTRICT 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 education district** property, the **school education district** building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's 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 education district** property, the crisis team may remove the student from **school education district** grounds.

If the student's behavior cannot be safely managed, **school education district** 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 education district** property, the **school education district** 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 education district** grounds.

If a student with an IEP is restrained or removed from a classroom, **school education district** building, or **school education district** grounds by a peace officer at the request of a **school education district** administrator or **school education district** 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 education district property, school education district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school education district reports a crime committed by a student with an IEP, school education district 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 education district's policy, Protection and Privacy of Pupil Records.

[Note: If the school education 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

1. In removing a student with an IEP from school education district grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school education 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
2. In removing a student with an IEP from school education district grounds, police liaison officers and school education district personnel are further prohibited from engaging in the following conduct:
 - a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;
 - b.. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - c. Totally or partially restricting a child's senses as punishment;
 - d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
 - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E;
 - f. Physical holding (as defined in Minnesota Statutes, section 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;
 - g. Withholding regularly scheduled meals or water; and/or

h. Denying a child access to toilet facilities.

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

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 education district 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 IIIP.

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 education district seeks to remove a student with an IEP from school education district grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, 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 education district grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, section 125A.0942, subdivision 5, and otherwise comply with the requirements of sections 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 education district 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 (Removal by Police Officer)

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 Act)
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

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)

534 **SCHOOLEDUCATION DISTRICT MEALS POLICY**

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

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

[Note: SchoolEducation districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte items or second meal charges.]

I. **PURPOSE**

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

II. **PAYMENT OF MEALS**

[Note: Payment systems and procedures will likely vary from schooleducation district to schooleducation district. The schooleducation district should select one of the following options and delete the remaining options.]

A. ~~[OPTION 1: All a la carte items or second meal purchases are to be prepaid before meal service begins. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).] A student who does not have sufficient funds will not be allowed to charge meals or a la carte items or a second meal until additional money is deposited in the student's account.}]~~

[OPTION 2: Students have use of a meal account. When the balance reaches zero, a student may charge no more than ~~\$(insert amount)~~ \$15 or ~~[insert number of meals]~~ 5 to this account]. When an account reaches this limit, a student shall not be allowed to charge further second meals or a la carte items until the negative account balance is paid. ~~[Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).]~~ Families may add money to students accounts via electronic payment options or by paying at the education district office.

~~[OPTION 3: Insert a school district specific process for payment of a la carte items or second meals.}]~~

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

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

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

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

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

~~If the school district receives school lunch aid under Minnesota Statutes section 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced price meals regardless of account balance.~~

~~C. A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.~~

~~D. A student who has been determined to be eligible for free and reduced price lunch always must be served a reimbursable meal even if the student has an outstanding debt.~~

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

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

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

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

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

B. Families will be notified of an outstanding negative balance once the negative balance reaches ~~[\$[insert amount]15 or [insert number of meals]5]. Families will be notified by [insert the method used to notify families (e.g., automated calling system, email, letters sent home)]. Families will be notified by email or letters sent home.~~

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

IV. UNPAID MEAL CHARGES

- A. The **school education** district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free ~~or~~ reduced-price meals for their children.
- B. The **school education** district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than ~~\$(insert amount)~~ **\$25**, not paid prior to ~~(enter time period (e.g., end of the month, end of the semester, end of the school year))~~ **April 30**, will be turned over to the ~~superintendent~~ **executive director** or ~~superintendent~~ **executive director's** designee for collection. In some instances, the **school education** district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the **school education** district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The **school education** district may not enlist the assistance of non-**school education** district employees, such as volunteers, to engage in debt collection efforts.
- E. The **school education** district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The **school education** district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the **school education** district, at the time of enrollment; and
 - 3. all **school education** district personnel who are responsible for enforcing this policy.
- B. The **school education** district will post this policy on the **school education** district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the **school education** district contracts with a third party for its meal services, it will provide the vendor with its **school education district** meals policy. The **school education** district will ensure that any third-party provider with whom the **school education** district enters into either an original or modified contract after July 1, 2021, adheres to the **school education** district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None

601 SCHOOL EDUCATION DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- I. "Instruction" means methods of providing learning experiences that enable students to

meet state and district academic standards and graduation requirements including applied and experiential learning.

- J. "Performance measures" are measures to determine school education district and school site progress in striving to create the world's best workforce and must include at least the following:
1. the size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.
- K. "World's best workforce" means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy;~~ close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. LONG-TERM STRATEGIC PLAN

- A. The school education district board, at a public meeting, ~~shall~~ must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
1. clearly defined school education district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2). ~~state and federal law;~~

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]
 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under

Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5;

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

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

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

- 5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income and minority children families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
- 6. education effectiveness practices that
 - a. integrate high-quality instruction, rigorous curriculum, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that develops and supports seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
- 7. an annual budget for continuing to implement the school education district plan; and
- 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school education district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

~~School district site and school site goals shall include the following:~~

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

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

- ~~a. reading, writing, speaking, listening, and viewing in the English language;~~
- ~~b. mathematical and scientific concepts;~~

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

~~[Note: School district and site goals example courtesy of the Winona School~~

~~District.]~~

- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

~~Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

~~¶ 1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. ¶~~

~~¶ 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. ¶~~

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

~~¶ 3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1. ¶~~

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

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

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

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

~~¶ 5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1. ¶~~

~~¶ 6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about: ¶~~

~~a. the student's reading proficiency as measured by a locally adopted assessment; ¶~~

~~b. reading-related services currently being provided to the student and the student's progress; and ¶~~

~~¶~~

~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.¶¶~~

~~¶¶~~

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

~~¶¶~~

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

~~¶¶~~

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

~~¶¶~~

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

Legal References:

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

Cross References:

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

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the **school education district** board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the **school education district**, a prekindergarten student must receive at least 350 hours of instruction for the school year. A **school education district** board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Minnesota Commissioner of Education under Minnesota Statutes, section 124D.126. A **school education district** board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

[Note: To the extent the **school education district** board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes section 122A.40, subdivisions 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions. 4 and 4a, the **school education district** shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The **school education district** board may schedule additional staff development days throughout the calendar year.]

- B. Except for learning programs during summer and flexible learning year programs, the **school education district** will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.
1. The **school education district** may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000

or more affecting a school education district school facility.

2. The school education district may begin the school year on any day before Labor Day if the school education district has agreement under Minnesota Statutes, section 123A.30, 123A.32, or 123A.35 with a school education district that qualifies under Section III.B.1.
 3. The school education district may begin the school year on any day before Labor Day if the school education district agrees to the same schedule with a school education district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

[Note: The provisions of the prior law requiring the school education district board to adopt the calendar for the next school year by April 1 have been repealed. The school education district board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent executive director shall be responsible for developing a schedule for the student day, subject to review by the school education district board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent executive director shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school education district board.

V. E-LEARNING DAYS

- A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.
- B. A school education district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school education district board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school education district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school education district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school education district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the ~~school~~education district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all ~~school~~education district employees for the duration of the e-learning period. During the e-learning period, ~~school~~education district employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

603 CURRICULUM DEVELOPMENT

[Note: Minnesota Statutes section 120B.11 requires schooleducation 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 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 schooleducation district.

III. RESPONSIBILITY

The ~~superintendent~~ executive director shall be responsible for curriculum development and for determining the most effective way of conducting research on the schooleducation district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the ~~superintendent~~ executive director that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

- A. The schooleducation district board ~~shall~~ must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, ~~shall~~ must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents ~~shall~~ must comprise at least two-thirds of advisory committee members.
- C. The District Advisory Committee ~~shall~~ must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The schooleducation district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee ~~shall~~ must recommend to the schooleducation district board
 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, ~~section~~ 120B.022 subdivisions 1a and 1b, and ~~section~~ 120B.35; ;
 2. district assessments; ;

3. means to improve students' equitable access to effective and more diverse teachers; and
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages schooleducation districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]

- ~~A. 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.

¶

- ~~B. 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 Minnesota Statutes section 120B.12, Subd. 2.~~
- A. 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 Minnesota Statutes, section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. The ~~superintendent~~ executive director shall be responsible for keeping the ~~school~~ education district board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for ~~school~~ education district board review and approval.
- C. The ~~superintendent~~ executive director shall have discretionary authority to develop guidelines and directives to implement ~~school~~ education district board policy relating to curriculum development.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
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 Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
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 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)

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. ~~L~~anguage arts and basic communication skills including reading and writing, literature, and fine arts;
2. ~~M~~athematics and science;
3. ~~S~~ocial studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. ~~H~~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: The schooleducation district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. 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. SchoolEducation districts may award Minnesota World Language Proficiency Certificates ~~or Minnesota World Language High Achievement Certificates~~ consistent with Minnesota Statutes section 120B.022, subdivision 1.]

- B. The basic instructional program shall include all courses required for each grade 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. ~~Public~~ Elementary and middle schools ~~shall~~ ~~must~~ 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 arts areas: dance, media arts, music, theater, and visual arts.¶
- D. The schooleducation district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by

national CTE organizations, or recognized industry standards.

- E. The school education district board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school education district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent executive director shall have discretionary authority to develop guidelines and directives to implement school education district board policy relating to instructional curriculum.
- H. The school education district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater , and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

PARENTAL CURRICULUM REVIEW

The school education district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school education district personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school education district board does not meet the concerns of the parent, guardian, or adult student. The school education district board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School Education district personnel may not impose an

academic or other penalty upon a student merely for arranging alternative instruction under this section. School Education district personnel may evaluate and assess the quality of the student's work.

IV. CPR AND AED INSTRUCTION

The school education district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school education district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. 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.
- C. The school education 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.
- D. A school education district 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 the instruction occurred under this section, or an eligible student who has a disability.

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

V. COLLEGE AND CAREER PLANNING

- A. The school education 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 teamwork, 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
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the **school education** 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.
- B. The **school education** 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.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. **School Education** 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.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, **school education** 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.
- E. 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.
- F. 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.

VI. CIVICS TEST

- A. 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.
- B. “Civics test questions” means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services 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 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.
- C. The [school education](#) 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.
- D. The [school education](#) district may administer the civics test questions in a language other than English to students who qualify for English learner services.
- E. The [school education](#) district may administer civics test questions as part of the social studies curriculum.
- F. The [school education](#) 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.
- G. The [school education](#) 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.101 \(Curriculum\)](#)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
[Minn. Stat. § 120B.023 \(Benchmarks Implement, Supplement Statewide Academic Standards\)](#)
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)

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~~education district.

II. GENERAL STATEMENT OF POLICY

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

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~~education district.
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.¶
- C. "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.
- D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E. "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.¶

IV. DISTRICT ASSESSMENT COORDINATOR

(~~Position Title~~) Brian Cashman, Coordinator of Alternate Programs shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the ~~school~~education district board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

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

- A. Achievement and career and college readiness in mathematics, reading, and writing,

as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

- B. Consistent with this paragraph and 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 education** district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

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

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's ~~agriculture~~ **agricultural, food, and natural resources** education or business **education program** or 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 education** district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the **school education** district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
 - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
 - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
 - 6. **An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.**

[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

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 education** district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- * Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual **school education** district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or **school education** 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 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, executive director and school education district** board.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (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 Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

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

616 SCHOOL EDUCATION DISTRICT SYSTEM ACCOUNTABILITY

[Note: Minnesota Statutes, section 120B.11 requires schooleducation 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 Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process 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 requires accountability for the schooleducation district. The schooleducation district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The schooleducation district also established 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 schooleducation 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 schooleducation district.
- ~~B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that schooleducation districts must offer and certify that students complete to be eligible for a high school diploma.~~
- ~~BC. "World's best workforce" means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.~~

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School Education District Goals

- 1. The schooleducation district board has established schooleducation district-wide goals that provide broad direction for the schooleducation 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 schooleducation district board. The schooleducation district board shall adopt

annual goals based on the recommendations of the school education district's Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school education district 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 education district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school education district's goal setting process will include consideration of individual site goals. School Education 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 education 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 Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

[Insert Local Cycle in this space]

- C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school education district 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 District Advisory Committee shall be published annually to the community. The school education district board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school education district board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school education district 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 District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District 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 education district board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement ~~growth~~ that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school education district board will utilize models developed by the Commissioner for measuring individual student progress. The school education district 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 _____~~]September 1 of each year, the District Advisory Committee will meet to advise and assist the ~~school~~education district in the implementation of the ~~school~~education district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the ~~school~~education 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~~education 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~~education district board;
 - c. Making recommendations regarding the evaluation process that will be used to measure ~~school~~education district progress toward its goals; and,
 - d. Advising the ~~school~~education district board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the ~~school~~education district board on ~~school~~education 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~~education 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 District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the ~~school~~education district 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 District 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~~education district board.
 - Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - Month(s): Review evaluation results and prepare recommendations.
 - Month: Present recommendations to the ~~school~~education district board for its input and approval.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress ~~toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the District 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~~education district board.

F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision ~~Subd.~~ 1, the ~~school~~education district board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the ~~school~~education district website. The ~~school~~education district 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~~education 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~~education district board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The ~~school~~education 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~~ school education 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~~ school education district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The ~~school~~ school education district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The ~~school~~ school education district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

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 and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
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 (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 Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

617 SCHOOL EDUCATION DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

[Note: With the repeal of the Profile of Learning, schooleducation districts no longer are required to comply with the procedures set forth in this policy. School Education districts which—that retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]

I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the schooleducation district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements through the Profile of Learning content standards will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards of the Profile of Learning. This policy also defines how technology will be integrated across student learning areas. ***[Note: With the repeal of the Profile of Learning, schooleducation districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*** In implementing the preparatory and high school content standards, the schooleducation district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

A. Preparatory Content Standards

[To the extent schooleducation districts retain preparatory content standards as part of their locally adopted academic standards, schooleducation districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]

B. High School Content Standards

The schooleducation district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content

standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. **[Note: With the repeal of the Profile of Learning, schooleducation districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]**

[Note: SchoolEducation districts should examine existing graduation requirements and align them to the new requirements.]

C. Assessment of Content Standards

[SchoolEducation districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]

D. Additional Requirements

[SchoolEducation districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]

E. Special Needs Students

[SchoolEducation districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]

F. Integration of Technology

[SchoolEducation districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, schooleducation districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]

G. Evaluation and Remediation of Student Difficulties and Achievement

[SchoolEducation districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]

Legal References: 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. 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 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
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)

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 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The ~~school~~education district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The ~~school~~education district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- ~~A. "Above grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~
- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- ~~"Below grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.¶
~~"Computer adaptive assessments" means fully adaptive assessments.~~
- D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. ~~"Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. [Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]~~
- K. ~~"On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~
- GL. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of ~~English~~ language arts, mathematics, science, social studies, physical education, and the arts, ~~and~~ (2) a locally adopted expectation for student learning in health ~~or the arts~~.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The ~~school education district board/superintendent~~ **executive director/director of instruction** shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the ~~school education district board~~ for approval. Upon approval by the ~~school education district board~~, the criteria shall be deemed part of this policy.
- B. The ~~superintendent~~ **executive director** shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The ~~school education district~~ will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the ~~school education district~~ and its staff in developing tests to measure student academic knowledge and skills.

[School Education districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

- 1. The ~~school education district~~ will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
- 2. The ~~school education district~~ will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;

- b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school education district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
 4. The school education district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school education district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
 5. For students in grade 8 in the 2012-2013 school year and later, the school education district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school education district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school education district board criteria, demonstrate exemplary academic achievement during high school.
 6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school education district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for

the decision.

2. The school education district must post the form created by the Commissioner on the school education district website and include it in the school education district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school education district must declare that a student meets or exceeds a specific academic standard required for graduation if the school education district board determines that the student:
 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school education district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school education district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school education district board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school education district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school education district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized

credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the **school** district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The **school** district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The **school** district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the **school** district must have 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 need for postsecondary remediation.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
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.31 (System Accountability and Statistical Adjustments)
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 3501.3520 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (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 616 (School District System Accountability)

620 CREDIT FOR LEARNING

*[Note: **School Education** districts statutorily are required to provide students with credit for approved ~~post-secondary~~ **postsecondary** courses, as set forth in Section V.; ~~online learning courses, as set forth in Section VI.;~~ and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, **school education** districts are required by statute to identify whether the **school education** district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a **school education** district may or may not include this section or may modify this section at its discretion.]*

I. PURPOSE

~~The purpose of this policy is to~~ This policy recognizes student achievement ~~which that~~ occurs in ~~postsecondary enrollment option~~ and other advanced enrichment programs. ~~The purpose of this policy also is to~~ recognizes student achievement ~~which that~~ occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. ~~The purpose of this~~ This policy ~~also is to~~ addresses the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the **school education** district will recognize student achievement obtained outside of the **school education** district.

II. GENERAL STATEMENT OF POLICY

The policy of the **school education** district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, ~~post-secondary~~ **postsecondary** or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- ~~B. "Blended learning" is a form of digital learning that occurs when a student learns part-time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~
- ~~C. "Commissioner" means the Commissioner of MDE.~~

- ~~D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.¶~~
- D. "Eligible institution" means a Minnesota public ~~post-secondary~~postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota. An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws. ¶
- ~~G. "Online learning" is a form of digital learning delivered by an approved online learning provider.¶~~
- ~~H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~
- FI. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
1. The ~~school~~education district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the ~~school~~education district.
- B. Transfer of Academic Requirements from Other Schools
1. The ~~school~~education district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with ~~school~~education district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the ~~school~~education district.

- c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the ~~school~~education district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the ~~school~~education district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the ~~school~~education district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the ~~school~~education district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the ~~school~~education district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with ~~school~~education district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the ~~school~~education district's high school graduation requirements but is comparable to elective credits offered by the ~~school~~education district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the ~~school~~education district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. ~~POST-SECONDARY~~POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a ~~post-secondary~~postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the ~~Minnesota Academic Standards content standards~~academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a ~~post-secondary~~postsecondary enrollment options course or program ~~that meets or exceeds a graduation standard or requirement shall~~ must be counted toward the graduation ~~and credit~~ requirements of a

~~student completing the Minnesota Academic Standards and subject area requirements of the district.~~

1. Course credit will be considered by the ~~school~~education district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester ~~post-secondary~~postsecondary credits shall equal at least one full year of high school credit. Fewer ~~post-secondary~~postsecondary credits may be prorated.
 3. When a determination is made that the content of the ~~post-secondary~~postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the ~~post-secondary~~postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the ~~school~~education district for graduation, the ~~school~~education district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the ~~school~~education district for which high school graduation credit would be provided, the ~~school~~education district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for ~~post-secondary~~postsecondary credits taken by a student, the ~~school~~education district will record those credits on the student's transcript as credits earned at a ~~post-secondary~~postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the ~~school~~education district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the ~~school~~education district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

~~VI. CREDIT FROM ONLINE LEARNING COURSES~~

~~¶~~

- ~~A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.~~
- ~~B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.~~
- ~~C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the ~~school~~education district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public ~~school~~education as set forth in~~

Section IV.A. above.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school education district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school education district, for elective credit to the school education district in order to receive elective credit. The school education district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school education district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school education district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school education district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school education district for graduation, the school education district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school education district for which high school graduation credit would be provided, the school education district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

[Note: School Education districts must identify in policy whether they offer courses with weighted grades. Therefore, school education districts must include one of the following options in their policies.]

- A. The school education district does not offer weighted grades.

[or]

- A. The school education district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]

1. A grade awarded in an Advanced Placement course will be multiplied by a factor of ____ (i.e., 1.07).

2. A grade awarded in an Honors course will be multiplied by a factor of _____.
 3. A grade awarded in a College In the Schools course will be multiplied by a factor of _____.
 4. A grade awarded in a course taken through a ~~Post-Secondary~~Postsecondary Enrollment Options program will be multiplied by a factor of _____.
 5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of _____.
- B. The ~~school~~education district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the ~~superintendent~~executive director within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the ~~superintendent~~executive director as to the award of credits or grades shall be a final decision by the ~~school~~education district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the ~~school~~education district for a particular ~~post-secondary~~postsecondary enrollment course, ~~online learning course,~~ or advanced academic credit course, the student may appeal the ~~school~~education district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or ~~superintendent~~executive director may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
~~Minn. Stat. § 124D.095 (Online Learning Option)~~
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 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
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)

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 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online [Instruction Learning Options](#))

Adopted: _____

MSBA/MASA Model Policy 621
Orig. 2023

Revised: _____

621 LITERACY AND THE READ ACT

[Note: By the 2026-2027 school year, the schooleducation district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The schooleducation district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with

the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The ~~school~~ **education** district must administer an approved evidence-based reading

screeener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).

- B. The **school education** district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The **school education** district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The **school education** district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of **school education** district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The **school education** district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The **school education** district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.

- E. The **school education** district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
1. a summary of the **school education** district's efforts to screen for dyslexia;
 2. the number of students universally screened for that reporting year;
 3. the number of students demonstrating characteristics of dyslexia for that year; and
 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the **school education** district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The **school education** district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The **school education** district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the **school education** district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the **school education** district must continue to provide reading intervention until the student reads at grade level. **School Education** district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The **school education** district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade

retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The **school** district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The **school** district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the **school** district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;
 7. a statement of whether the **school** district has adopted a MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and
 9. the number of teachers and other staff that have completed training approved by the department.
- B. The **school** district must post its literacy plan on the official **school** district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a **school education** district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
1. intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. special education teachers;
 4. curriculum directors;
 5. instructional support staff who provide reading instruction; and
 6. employees who select literacy instructional materials for a district.
- B. The **school education** district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the **school education** district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a **school education** district an extension to these deadlines.
- C. By August 30, 2025, the **school education** district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The **school education district** board may satisfy the requirements of this subdivision by contracting with another **school education district** board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The **school education** district literacy lead must collaborate with **school education** district administrators and staff to support the **school education** district's implementation of requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The **school education** district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The **school education** district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the **school education** district for the identified students;

3. licensed teachers employed by the **school education** district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The **school education** district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The **school education** district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. §124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

2023

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

624 ONLINE INSTRUCTION

[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the **school education** district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The **school education** district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The **school education** district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the **school education** district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide

online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a **school** education district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A

student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
1. use an application form specified by MDE;
 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's ~~school~~ **school education district** board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.

- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
 Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in
Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional
Licensing)

CROSS REFERENCES:

MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 708

Orig. 1995

Revised: _____

Rev. 2023

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The

school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.

- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.

- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A.

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References:

- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.84 (Policy)
- Minn. Stat. § 123B.86 (Equal Treatment)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. Ch. 125A (Special Education and Special Programs)
- Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
- Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
- Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
- Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
- Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)
- Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8th Cir. 1992)
- Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
- Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
- Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
- Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
- Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
- Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References:

- MSBA/MASA Model Policy 707 (Transportation of Public School Students)
- MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

<p>Notification to Employer Of Suspension, Revocation, Cancellation or Disqualification</p> <p>Commercial Drivers License 49 CFR 383.33 Minnesota Statute 171.169</p>	
<p>The holder of a Minnesota Commercial Driver License shall notify their employer(s) in writing of any suspension, revocation, cancellation, loss of privilege or disqualification, before the end of the business day following the day the driver (employee) received notice of the suspension, revocation, cancellation, loss of privilege or disqualification.</p>	
DRIVER NAME (First Name, MI, Last Name)	STATE
COMMERCIAL DRIVER'S LICENSE NUMBER	DID THE VIOLATION HAPPEN IN A CMV? € YES € NO
DATE OF CONVICTION	
LOCATION OF OFFENSE	CITY STATE
DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:	DATE
SIGNATURE OF DRIVER	

**Type III School Bus Driver
Notification to Employer
Of
Violation**

Alcohol Related Offense (Minnesota Statute 169A)
Disqualifying Offense (Minnesota Statute 171.3215 sub 1)
Moving Violation (Minnesota Statute 169)

Minnesota Statute 171.02 sub 2b

An operator who sustains a conviction as described in 171.02 sub 2b paragraph (h), (i) or (j) while employed by the entity that owns, leases, or contracts for the school bus shall report the conviction to the employer(s) in writing within 10 days of such conviction.

DRIVER NAME (First Name, MI, Last Name)

STATE

DRIVER'S LICENSE NUMBER

DID THE VIOLATION HAPPEN IN A CMV?

€ YES € NO

DATE OF CONVICTION

LOCATION OF OFFENSE

CITY

STATE

DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:

DATE

SIGNATURE OF DRIVER

709 STUDENT TRANSPORTATION SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The ~~school~~education district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student ~~School~~ Bus Safety Training

1. The ~~school~~education district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. ~~school~~education district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous ~~school~~ education districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.
3. The ~~school~~education district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in

the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.

5. The ~~school~~education district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The ~~school~~education district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The ~~school~~education district may provide kindergarten students with school bus safety training before the first day of school.
1. ~~The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.~~
8. The ~~school~~education district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the ~~school~~education district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the ~~school~~education district's school transportation safety education curriculum. Upon request by the ~~school~~education district ~~superintendent~~executive district, the nonpublic school must certify to the ~~school~~education district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required

- a. The ~~school~~education district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
- b. The ~~school~~education district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.

- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous ~~school~~education district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
 - d. The ~~school~~education district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.
3. Instruction
- a. The ~~school~~education district may provide active transportation safety training through distance learning.
 - b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The ~~school~~education district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the ~~school~~education district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the ~~school~~education district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 - 1. School Bus and Bus Stop Rules. The ~~school~~education district school bus safety rules are to be posted on every bus. If these rules are broken, the ~~school~~education district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the ~~school~~education district's Transportation Office/School Office.
 - 2. Rules at the Bus Stop
 - a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs, and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road, or highway when waiting for the bus.
 - f. Wait until the bus stops before approaching the bus.
 - g. After getting off the bus, move away from the bus.
 - h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

- i. No fighting, harassment, intimidation, or horseplay.
 - j. No use of alcohol, tobacco, or drugs.
3. Rules on the Bus
- a. Immediately follow the directions of the driver.
 - b. Sit in your seat facing forward.
 - c. Talk quietly and use appropriate language.
 - d. Keep all parts of your body inside the bus.
 - e. Keep your arms, legs, and belongings to yourself.
 - f. No fighting, harassment, intimidation, or horseplay.
 - g. Do not throw any object.
 - h. No eating, drinking, or use of alcohol, tobacco, or drugs.
 - i. Do not bring any weapons or dangerous objects on the school bus.
 - j. Do not damage the bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student’s ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school education district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

- 1st offense – warning
- 2nd offense – 3 school-day suspension from riding the bus
- 3rd offense – 5 school-day suspension from riding the bus
- 4th offense – 10 school-day suspension from riding the bus/meeting with parent
- Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

- 1st offense – warning
- 2nd offense – 5 school-day suspension from riding the bus
- 3rd offense – 10 school-day suspension from riding the bus
- 4th offense – 20 school-day suspension from riding the bus/meeting with parent
- 5th offense – suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student’s consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school education district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school education district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school education district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school education district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school education district administrators;

4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school education district shall conduct mandatory drug and alcohol testing of all school education district bus drivers and bus driver applicants in accordance with state and federal law and school education district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;
 7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

- 1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The **school education** district shall retain on file an annual individual school bus driver "evaluation certification" form for each **school education** district driver as contained in the Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

- 2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the **school education** district or the entity from whom such services are contracted by the **school education** district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

- 1. Safely operate the type of school bus the driver will be driving;
- 2. Understand student behavior, including issues relating to students with disabilities;
- 3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
- 4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

[Note: The schooleducation district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

2. Only students assigned to the school bus by the schooleducation district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to schooleducation district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the schooleducation district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

[Note: A schooleducation district is not required to comply with Section VII.A.5. if the schooleducation district board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the schooleducation district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. ~~A Type III vehicle cannot be older than 12 years old unless excepted by state and federal law.~~
Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is ~~school~~education district owned, the ~~school~~education district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The ~~school~~education district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The ~~school~~education district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the ~~school~~education district.
 - b. The operator's employer, which may include the ~~school~~education district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pretrip vehicle inspections;
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

- (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in "park" during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for ~~school~~education district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from

the date of the last conviction.

- j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, Subd. 2 (See Section II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The **school education** district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.
 - 3. An employee of the **school education** district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the **school education** district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

- 1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the **school education** district or an independent contractor with whom the **school education** district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - f. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
 - g. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).
 - h. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre- school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - i. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
- 2. The **school education** district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
- 3. A school bus operated under this section must bear a current certificate of

inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL EDUCATION DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within **one (1)** month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student's name and address;
 2. the nature of the student's disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL EDUCATION DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the **school education** district.
- B. All **school education** district vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the **school education** district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The **school education** district board ~~has~~ designated an individual to serve as the

school education district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school education district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school education district board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school education district has verified the validity of the driver's license of each employee who regularly transports students for the school education district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school education district superintendent executive district or the superintendent executive district of the school education district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent executive district that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school education district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school education district board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school education district's school transportation safety director. The school education district board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school education district staff, and representatives from other units of local government.

Legal References:

- Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
- Minn. Stat. § 123B.03 (Background Check)
- Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
- Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
- Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
- Minn. Stat. § 123B.90 (School Bus Safety Training)
- Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
- [Minn. Stat. § 123B.935 \(Active Transportation Safety Training\)](#)
- Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
- Minn. Stat. Ch. 169 (Traffic Regulations)
- Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
- Minn. Stat. § 169.02 (Scope)
- Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
- Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
- Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
- Minn. Stat. § 169.454 (Type III Vehicle Standards)
- Minn. Stat. § 169.4582 (Reportable Offense on School Buses) Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
- Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
- Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
- Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
- Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
- Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
- Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
- Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)

Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
[49 C.F.R. Part 571 \(Federal Motor Vehicle Safety Standards\)](#)

Cross References: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

806 CRISIS MANAGEMENT POLICY

[Note: The Commissioner of the Minnesota Department of Education is required to maintain and make available to schooleducation district boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes section 121A.035. SchoolEducation district boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their schooleducation districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for schooleducation district and building administrators, schooleducation district employees, students, schooleducation district board members, and community members to address a wide range of potential crisis situations in the schooleducation district. ~~For purposes of this Policy, the term, "school districts," shall include charter schools.~~ The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each schooleducation district should develop tailored building-specific crisis management plans for each school building in the schooleducation district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

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

II. GENERAL INFORMATION

A. The Policy and Plans

The schooleducation district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The schooleducation district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the schooleducation district board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the schooleducation district board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the ~~school~~ **school education** district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[Note: State law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[Note: State law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

3. School Emergency Response Teams

- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school education district office, or in a secondary location in single building school education districts.

[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It

is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school education district personnel who have direct contact with students. All staff shall be aware of the school education district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school education district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school education district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes,

section 121A.035.

[Note: The State Fire Marshal advises schooleducation districts to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

7. The schooleducation district will have prearranged sites for emergency sheltering and transportation as needed.
8. The schooleducation district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The schooleducation district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the schooleducation district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[Note: For single building schooleducation districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes section 13.37, schooleducation districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the schooleducation district office, or at a

secondary location for single building ~~school~~education districts and will be updated annually.

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

~~School~~Education district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

E. Warning and Notification Systems

The ~~school~~education district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The ~~school~~education district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The ~~superintendent~~executive director will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

G. Media Procedures

The ~~superintendent~~executive director has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The ~~superintendent~~executive director will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the ~~superintendent~~ **executive director** or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant

in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services

available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The ~~school~~education district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A ~~school~~education district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A ~~school~~education district or charter school must ensure that students have

the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

- a. student opportunities for leadership related to prevention and safety;
- b. encouragement and support to students in establishing clubs and programs focused on safety; and
- c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled ~~school~~education district board meeting, a ~~school~~education district board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the ~~school~~education district board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration

- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

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

The **school education** district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

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

[Note: The Every Student Succeeds Act, 20 United States Code section 6301, et seq.; Title IX, 20 United States Code section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school education districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School Education districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
[Minn. Stat. § 121A.038 \(Students Safe at School\)](#)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](#)

- VII. **Other:**
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date: Thursday, July 27, 2023 at 7:00 PM at the River Bluff Education Center in Red Wing.**
- X. **Adjournment**