Windom Area Schools

District Office:
PO Box 177
Windom MN 56101
Phone: 507-831-6901
Fax: 507-831-6919

An Equal Opportunity Employer
Windom Area Elementary
1200 17th Street
PO box 177
Windom MN 56101
Phone: 507-831-6925

Windom Area
Middle /High School
1400 17th Street
PO Box 177
Windom MN 56101
Phone: 507-831-6910

Windom Schools will create a safe, responsive , and nurturing environment where every learner receives a high-quality, challenging education that empowers them with the skills and knowledge needed for a successful future.

WWW.WINDOM.K12.MN.US

July 27, 2026 Work Session
Windom City Council Chamber
444 9th Street
Windom, MN 56101
July 27, 2026
5:30 PM
Live at Media SB22 on youtube

1. Call to order
   Angie Klassen
2. The Pledge of Allegiance
   Angie Klassen
3. Approval of Agenda (revise as necessary)
   Angie Klassen
4. Approve the addition of one 12-month Food Service Cook Manager position at 7 hours per day, effective at the beginning of the 2026-2027 school year. - Action
   Jamie Frank
   The opening of the Soaring Eagles Childcare Center has created a need for a year-round Food Service Cook Manager in our district. This position will provide meals for the Soaring Eagles Childcare Center, Bridges Preschool, Adventure Club, and the Headstart Program.
5. Approve Cardiac Emergency Response Plan - Action
   Jessica Matt, School Nurse
   This Cardiac Emergency Response Plan will accompany Policy 806 in the Windom Area Schools Policy Manual.
6. Surveillance Software Demonstration & Approval to Purchase Avigilon Software for Cameras - Action
   Kevin Johnson, Alpha Wireless
7. Summary of Superintendent Evaluation - Informational
8. Approve MSHS Handbook - Action.
   Angie Klassen
9. Approve Elementary Handbook - Action
10. Approve quote on Milk/Dairy products for the 2026-2027 school year - Action
    Jamie Frank
    The district received 1 quote for the milk and dairy for the 2026-2027 school year from Prairie Farms. This is the same vendor we used for the 2025-2026 school year. Kemps from LeMars, Iowa, declined to bid at this time due to increasing logistics costs and staffing needs in our area.

11. Approve Resolution 072726A Relating to the Election of School Board members and Calling the School District General Election - Action
    Angie Klassen
12. Approve Policies 506, 513, 516.5, 533, 721, 722 and 806 - Action
    Lynn Liepold
    The policy committee met on June 26 to review a handful of policies. The redline copies are in the board packet. Most changes are reference adjustments or statute changes. Policy 506 is an annual review.
13. Review Policies 203.5, 404, 405, 406, 422, 427, 505, 516, 530, and 807 — Informational.
    Bri Miller
14. Adjourn

Windom School District

JOB DESCRIPTION

Job Title: 12-Month Cook Manager
Reports To: Food Service Director
FLSA Status: Hourly/Non-Exempt
Union: Windom Education Support Professionals
Revised: July 2026

Summary (Brief description summarizing the overall purpose and objectives of the position)

- Responsible for independently managing the Early Childhood Learning Center and Soaring Eagles Daycare kitchen. Coordinates and ensures the planning, preparation, and service of nutritious meals and snacks that meet federal and state nutrition requirements. Provides oversight for the day-to-day operation of the kitchen, including food safety, inventory management, ordering, recordkeeping, sanitation, and compliance with applicable regulations. Demonstrates the leadership, organization, and communication skills necessary for the effective and efficient operation of the food service program at the site.for coordinating and ensuring the preparation, planning, and serving of the school meal programs. Provide oversight for the day-to-day operations of the program within the school building. Demonstrate the leadership skills necessary for the effective and efficient operation of the food service program at the building level.

Essential Functions (Typical tasks but not all inclusive—major duties of the position)

- Plan, prepare, and serve meals and snacks that meet USDA School Nutrition Program and Child and Adult Care Food Program (CACFP) meal pattern requirements.
- Maintain compliance with all applicable USDA, Minnesota Department of Education (MDE), Minnesota Department of Health (MDH), and Hazard Analysis and Critical Control Point (HACCP) food safety regulations and procedures.
- Order food, milk, supplies, and small equipment while maintaining appropriate inventory levels and minimizing waste.
- Receive, inspect, and properly store food and supplies in accordance with food safety and sanitation standards.
- Prepare meals using standardized recipes and appropriate portion sizes.
- Complete and maintain accurate food production records, meal counts, temperature logs, sanitizer logs, inventory records, and other required documentation.
- Monitor food quality, proper time and temperature controls, and sanitation practices throughout food preparation and service.
- Clean and sanitize kitchen equipment, work areas, utensils, storage areas, and food preparation areas according to established procedures.
- Monitor inventory and rotate stock using First In, First Out (FIFO) inventory procedures.
- Report equipment maintenance needs, facility concerns, and supply issues to the Food Service Director.
- Communicate effectively with the Food Service Director, daycare staff, vendors, and other district personnel.
- Assist with special meals, catering, and other Food Service Department activities as assigned.
- Maintain a safe, organized, and efficient kitchen environment.
- Regular, reliable, and punctual attendance is an essential function of this position.

- Perform other duties as assigned.

Knowledge, Skills, and Abilities (Minimum competencies for job performance)

- Knowledge of school nutrition programs, including USDA School Nutrition Program and CACFP meal requirements.
- Knowledge of food safety, sanitation, food production, inventory management, and HACCP principles.
- Ability to safely operate commercial kitchen equipment and follow standardized recipes.
- Ability to maintain accurate records and complete required reports.
- Ability to organize work independently, prioritize tasks, and manage multiple responsibilities efficiently.
- Ability to communicate effectively, both verbally and in writing, with supervisors, staff, vendors, and district personnel.
- Ability to establish and maintain effective working relationships with staff, administrators, families, and community partners.
- Ability to exercise sound judgment while working independently.

Education and Experience (Minimum level of education and experience required)

- High school diploma or GED required
- Three to five years of experience in a school food service program preferred
- Equivalent combination of education, training, and experience in a job-related field

Licenses, Certificates, and Registrations (Minimum required to perform the job)

- Minnesota Dept. of Health Certified Food Protection Manager certification

Supervision (Level of supervision received and supervision exercised/size of group supervised)

- Work is performed under limited supervision of the food service director
- Direct supervisory responsibility of all food service staff assigned to the building, if applicable.

Working Conditions (Physical requirements and environmental conditions)

- This is non-sedentary work requiring the exertion of up to 50 pounds of force occasionally, and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body, and a negligible amount of force constantly to move objects; work requires stooping, reaching, standing, walking, fingering, grasping, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information through normal spoken word; visual acuity is required for preparing and analyzing written or computer data, inspections involving small defects and/or small parts, operation of machines, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions and may be exposed to blood borne pathogens.

IEA, INC.

WINDOM AREA SCHOOLS

Cardiac Emergency Response Plan (CERP)

Contact Us:

BROOKLYN PARK OFFICE
9201 W. BROADWAY, STE #600
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763-315-7900

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610 N. RIVERFRONT DRIVE
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507-345-8818

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ROCHESTER, MN 55904
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Windom Area Schools

Cardiac Emergency Response Plan (CERP)

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Appendices:

- A CERP Protocol
- B AED Inventory
- C AED Site Maps
- D Training Records
- E CERT Drill Records

Contact Person: Jessica Matt, RN, LSN

Phone Number: 507-831-6910

Email Address: jmatt@isd177.com

Windom Area Schools Annual Review Form
Cardiac Emergency Response Plan (CERP)

Certification

I certify that I have reviewed the information provided and accept this written management plan. With assistance from our EHS consultant, the district will implement the policies and procedures noted within this plan. The written plan is a working document that will be reviewed and revised annually, or as needed.

Jessica Matt _____ _____ _____
Print Name Signature Date

Program reviews and follow-up of program-related issues are documented below.

Date	Actions/Comments	Reviewed by:
12/22/25	Created new version	Cassie Bowser, IEA
04/29/26	Draft updated	Cassie Bowser, IEA
07/9/26	Drafted updated	Cassie Bowser, Jessica Matt

1.0 Introduction

Windom Area Schools has developed and implemented the following Cardiac Emergency Response Plan (CERP) to ensure our staff, coaches, and students are prepared to respond to a sudden cardiac arrest (SCA) that occurs on school property. SCA is the sudden and unexpected loss of heart function where the heart stops beating due to an irregular heart rhythm, in which case immediate medical attention is required.

This CERP was developed cooperatively with school administration, nursing staff, and the crisis team; and complies with Minnesota Statute 2025, section 121.241 Cardiac Emergency Response Plan.

2.0 Responsibilities

Windom Area Schools has assigned the following categories of responsibility to ensure the effective implementation and review of this CERP:

District Administrator(s)

- Provide overall support and resources needed to successfully implement the CERP
- Ensure annual approval of the CERP by the school board

School Administrator(s)

- Select a CERP Coordinator
- Select a Building CERT (Cardiac Emergency Response Team)
- Ensure CERT members are certified in CRP/AED
- Ensure CERT members have two-way communication devices with coverage throughout campus (inside and outside)
- Ensure the CERP is distributed annually to all staff and local emergency responders
- Provide annual opportunities for CPR training and encourage all staff to participate

CERP Coordinator(s)

- Facilitate the overall development, implementation and evaluation of the written plan
- Plan, facilitate and participate in the annual CERP drill at the beginning of the school year
- Purchase and register new AED units
- Order replacement AED equipment (batteries, pads), as needed
- Determine proper location of AED units throughout campus (inside and outside)
- Ensure monthly AED inspections are completed
- Participate in the annual review of the CERP

Cardiac Emergency Response Team (CERT):

- Act as a building first responder in the event of a sudden cardiac arrest on campus
- Maintain CPR and AED certification
- Participate in the development and annual review of the CERP and provide recommendations for improvement
- Participate in the annual CERP drill and debrief

Staff and Coaches

- Become familiar with the building CERP
- Recognize the signs of sudden cardiac arrest (SCA)

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- Understand how to initiate the building emergency medical response protocol
- Call 911 to active emergency medical services whenever a SCA is witnessed
- Know the location of AEDs inside and outside of the building

3.0 Cardiac Emergency Response Team (CERT)

Windom Area Schools have established a CERT at each school. CERT members have been trained to respond to emergency medical situations and act as first responders in our buildings. The CERT conducts an annual cardiac emergency response drill at the beginning of each school and participates in the annual review of the CERP. See Appendix F for CERT drill records.

School staff who are considered good candidates for the CERT include school nurses, physical education teachers, activities director, athletic trainers, coaches, playground supervisors, and other staff who supervise before school and after school activities.

Members of the Windom Area School's Cardiac Emergency Response Team will include school administrators and nursing staff. The remaining members will alternate from year to year.

4.0 Automated External Defibrillators (AEDs)

AEDs are devices used to analyze the heart's rhythm and, if necessary, deliver an electrical shock, to restore normal rhythm. AEDs are lifesavings devices designed to be easy to use with visual and audio guidance. The U.S. Food and Drug Administration (FDA) and state agencies regulate AEDs.

According to Minnesota State Law 604A.01, also known as the Good Samaritan law, the non-professional user of an AED is exempt from civil liability. The law places a legal duty on people to provide reasonable assistance to others that have been exposed to or are in peril of grave physical harm. The purpose of the Good Samaritan law is to encourage non-emergency personnel to help those in peril. The law protects lay people from civil liability for negligence committed while voluntarily providing emergency care. The immunity exists both at the scene of the emergency and while transporting someone to a location where professional care can be rendered.

4.1 Placement

Windom Area Schools has placed AEDs throughout the buildings. The AEDs are installed in easily accessible, high traffic areas of the buildings, such as main hallways, cafeterias, and gymnasiums. Our goal is to place enough AEDs throughout the campus to allow for retrieval to the scene within 3 minutes of being notified of a potential cardiac emergency. In addition, portable AEDs are available for coaches or athletic trainers to bring to athletic practices and events.

A complete inventory of AEDs can be found in Appendix B. A site map with AED locations can be found in Appendix C. Each AED is stored in an unlocked case with the device’s readiness indicator facing outward and visible signage in the vicinity that clearly indicates the location of the device with AED use instructions available in English & Spanish.

Adult pads are available in each AED case. The adult pads can be used for children if pediatric pads are not available. Also included in each AED case is a CPR mask, latex-free gloves, razor, and scissors.

4.2 Registration

Minnesota Statutes 2025, section 403.51, states that a person who purchases or obtains a public access AED shall register that device with an AED registry within 30 working days of receiving the AED. The School Nurse is responsible for registering AEDs

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with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at https://www.pulsepoint.org/pulsepoint-aed.

4.3 Inspections & Maintenance

The Nursing Services Staff are responsible for monthly inspections of the AEDs, storage cabinets and CPR kits to verify all supplies are accounted for and functioning properly. Some of the districts AEDs run self-checks daily. The remaining AEDs inspection checks are documented on an online system.

When an AED needs service, the person conducting the inspection notifies the School Nurse. The AED batteries and pads are replaced prior to their expiration date. AED units are replaced roughly every 8-10 years, or sooner if discontinued, recalled, or showing alerts.

If a district-owned AED is used, the CERP Coordinator/School Nurse must be notified so that the pads and batteries can be replaced.

5.0 Instruction, Training, and Drills

To ensure a coordinated and rapid response to cardiac emergencies within our schools, Windom Area Schools requires all staff and coaches to review the CERP at the beginning of each school year along with instructions for how to initiate the school emergency response team, locations of AEDs in the building, and a reminder to call 911 upon witnessing a cardiac emergency.

5.1 CPR Training

All staff and coaches are also encouraged to attend annual CPR training which is provided periodically throughout the school year. CPR training includes:

- How to recognize sudden cardiac arrest
- How to perform chest compressions (Hands-Only CPR)
- How to use an AED

CPR training records can be found in Appendix E.

5.2 CPR Certification

CERT members should maintain CPR and AED certification. Certification includes written and in-person hands-on testing and must be renewed every two years. Certification fees are covered by the district.

5.3 CPR & AED Instruction for Secondary Students

District provides onetime CPR and AED instruction as part of our curriculum for students in grades 7 to 12 as required by Minnesota Statutes 2025, section 120B.236a.

5.4 CERT Drills

Each school's CERT conducts at least one annual cardiac emergency response drill, as required. The drills allow the response team to practice key elements of the CERP including effective communication, availability of CPR/AED certified responders, identification of roles and responsibilities, access to AEDs, and coordination with onsite local first responders. The goal of each drill is to successfully complete the cardiac emergency response procedures in 5 minutes or less.

At the end of each drill, CERT members will conduct a post-drill debrief to analyze performance, focus on what went well and identify areas for improvement. Recommendations will be shared with the CERP Coordinator, District Admin, School Admin, and necessary changes will be incorporated in the CERP. See Appendix F for CERT drill records.

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6.0 Plan Distribution and Communication

The CERP is distributed to all staff, coaches, and local first responders at the start of each school year as required by Minnesota Statutes 2025, section 121A.241 subdivision 2(4). The CERP Coordinator is responsible for plan distribution.

7.0 Recordkeeping and Annual Review

The CERP Coordinator is responsible for maintaining applicable training and drill records as well as the AED inspection records.

The CERT members are responsible for reviewing the CERP annually and providing recommendations to district and building administration, as needed. These recommendations will be shared with the School Board as part of their annual review as required by Minnesota Statutes 2025, section 121A.241, subdivision 2(6).

8.0 References

Minnesota Department of Education. *Model Cardiac Emergency Response Plan for Schools*. Revised November 1, 2025.

Minnesota Statutes § 121A.241 (2025). "Cardiac Emergency Response Plan." Minnesota Legislature, Office of the Revisor of Statutes.

Minnesota Statutes § 120B.236 (2025). "CPR and AED Instruction." Minnesota Legislature, Office of the Revisor of Statutes.

Minnesota Statutes § 121A.035 (2025). "Crisis Management Policy." Minnesota Legislature, Office of the Revisor of Statutes.

Minnesota Statutes § 403.51 (2025). "AED; Registration." Minnesota Legislature, Office of the Revisor of Statutes.

Minnesota Statutes § 604A.01 (2025). "Good Samaritan Law." Minnesota Legislature, Office of the Revisor of Statutes.

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Appendix A

CERP Protocol

CARDIAC EMERGENCY RESPONSE PROTOCOL

Scenario: A person is found on the ground, not responding to verbal prompts or physical touch. The person is observed to have abnormal breathing (irregular breaths, gasping, or not breathing at all) and may begin to show seizure-like movements or convulsions. YOU NEED TO TAKE IMMEDIATE ACTION.

1. Recognize signs of Sudden Cardiac Arrest (SCA). Signs may include one or more of the following:
   - Not moving, unresponsive, or unconscious
   - Not breathing normally (e.g., person may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
   - Seizure or convulsion-like movements

2. The first school staff member to observe the unresponsive person will call 911 or designate another adult to call 911.
   - Provide school building address
   - Explain the person's condition/symptoms
   - Listen carefully to the dispatcher for additional guidance
   - Stay on the line and answer dispatch questions

3. Once 911 has been called, activate the cardiac emergency response team (CERT) immediately using the Crisis Go application. Use a calm, clear voice to call the office and state, **"There is a cardiac emergency in [name specific location within the building] and 911 has been called."**

4. The first staff member who found the unresponsive person should also designate someone to retrieve and deliver an AED from the nearest location to the emergency. Often a team member enroute to the scene can retrieve the AED the fastest.

5. The first staff member at the scene of the emergency should also start CPR using Hands-Only CPR (if they are not CPR certified), as an effective response that increases chance of survival until a CERT member or EMS arrives on scene).
   - Place the person on their back on a firm flat surface.
   - Using two (2) hands place the heel of one hand in the center of the chest, on the lower half of the breastbone, with the other hand directly on top (or one hand for smaller children), pushing hard and fast to a depth of about 2 inches (or one-third the depth of the chest for smaller children). You can lift or interlock fingers to keep them off the chest.
   - Conduct 100-120 compressions per minute, allowing the chest to rise fully between compressions.
   - If you are able and willing to provide rescue breaths, use a CPR barrier mask and provide 2 breaths after 30 compressions.
   - Continue compressions until help arrives.

6. School administrators or office staff should follow communication procedures within the Crisis Management Plan for placing the school in a **SHELTER IN PLACE** status for a medical emergency; and alerting CERT members using the **CrisisGO** system to the location of the medical emergency.

7. CERT members should report to the emergency location and respond based on their assigned roles and responsibilities, ensuring CPR certified staff remain on scene; and additional staff are securing the location and available at entry points to quickly direct EMS personnel to the scene.

8. When the AED arrives, turn the device on immediately.

9. Follow the AEDs' visual and audio prompts for pad placement and shock advisement. ***Note: the AED will only deliver electrical shocks if advised by the device.*** Continue CPR, rotating staff performing chest compressions as needed, until the affected person becomes responsive or an EMS takes over.

10. Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.

11. Designate a CERT member to document the emergency, noting the time the event began, when CPR was initiated, when and if the AED delivered a shock, the time EMS arrived on scene and assumed control of the emergency response, and the person's condition when care was transferred to EMS.

12. A school administrator or office staff should notify emergency contacts for the unresponsive person following the communication procedures outlined in the Crisis Management Plan.

13. Medical providers evaluating the person following the emergency response may request information about what the person was doing at the time of the event, as well as retrieval of data from the AED to determine proper treatment. EMS personnel may request that the school send the AED with the person to the hospital.

14. CERT members should allow for time following the event to debrief the outcome of the cardiac emergency; and complete an after-action review to identify successes and areas needing improvement, updating plans and protocols accordingly.

15. A plan should be developed for supporting staff and/or student mental health needs following their participation in or observation of a medical emergency response on campus. The plan should include staff support through the Employee Assistance Program (EAP) or the Regional Crisis Response Team. Staff may also engage with school-employed mental health professionals to evaluate post-event trauma and identify students who may need additional care and support following the emergency event.

Appendix B

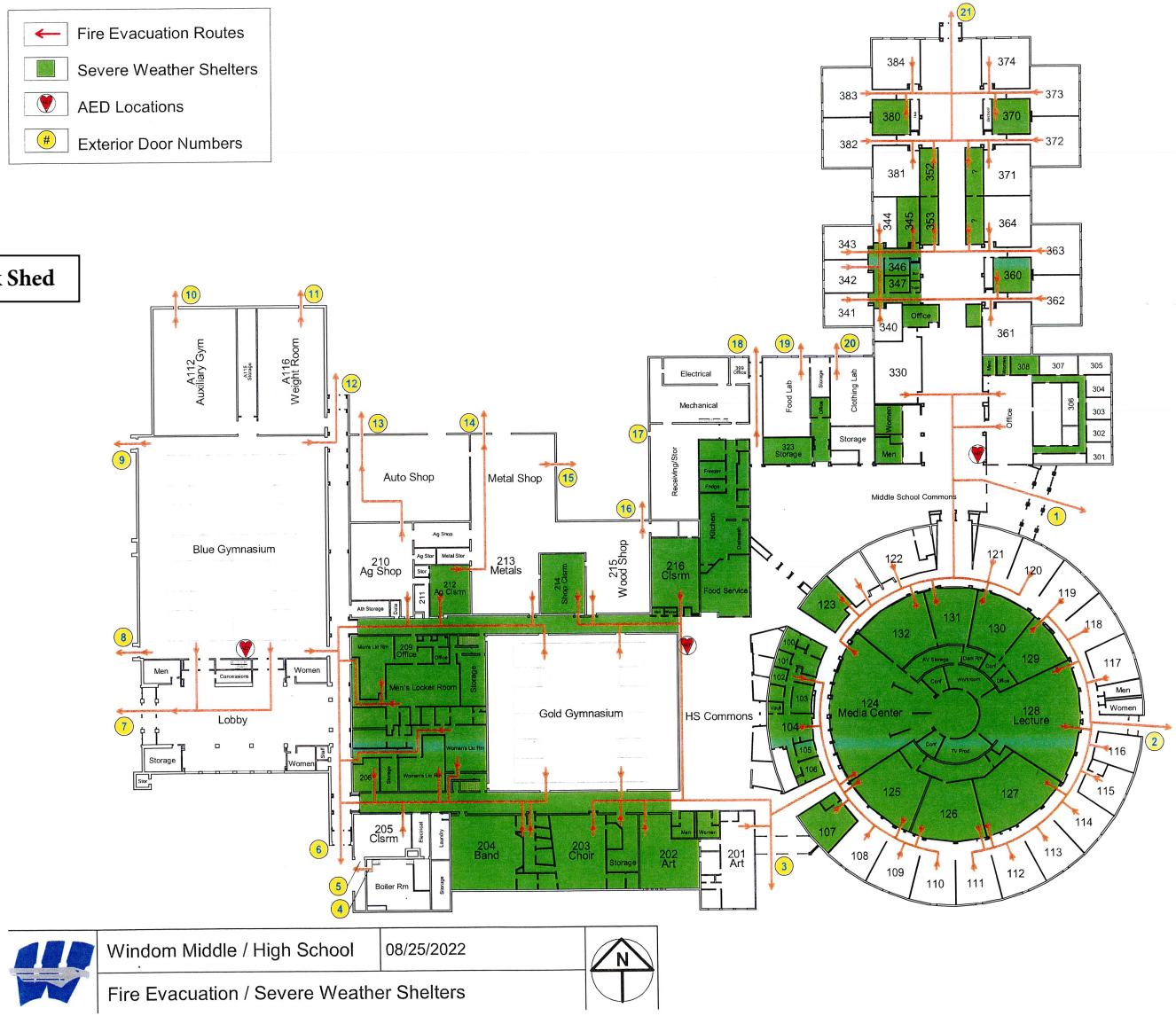
AED Inventory

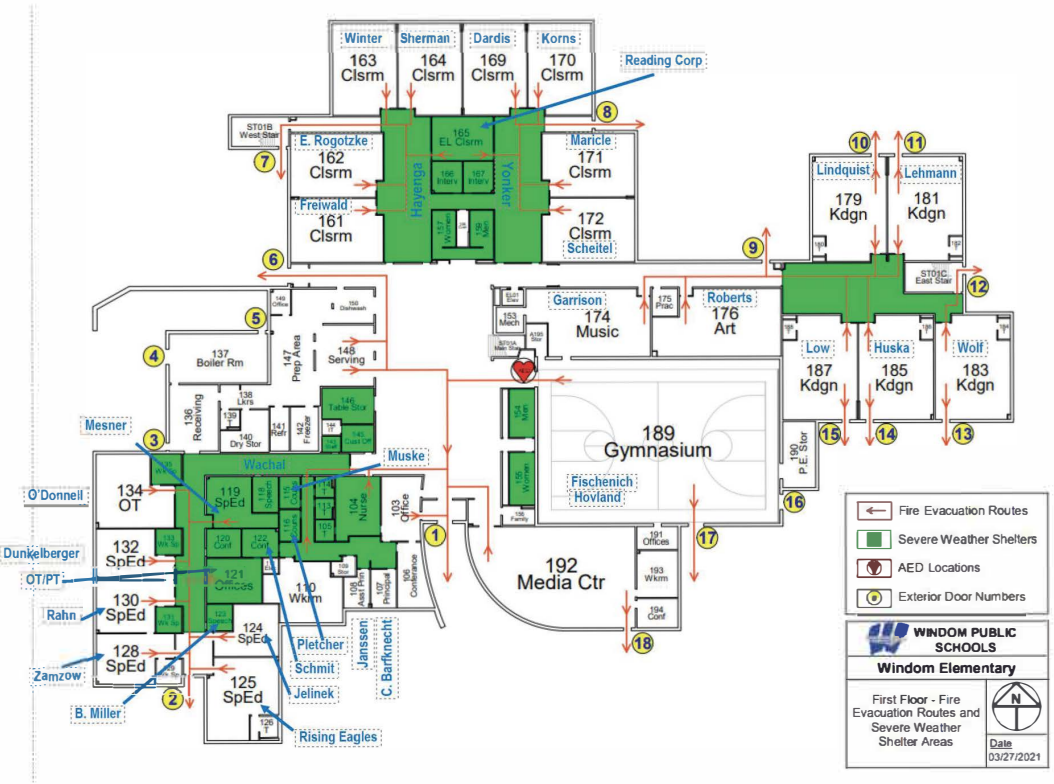
AED INVENTORY

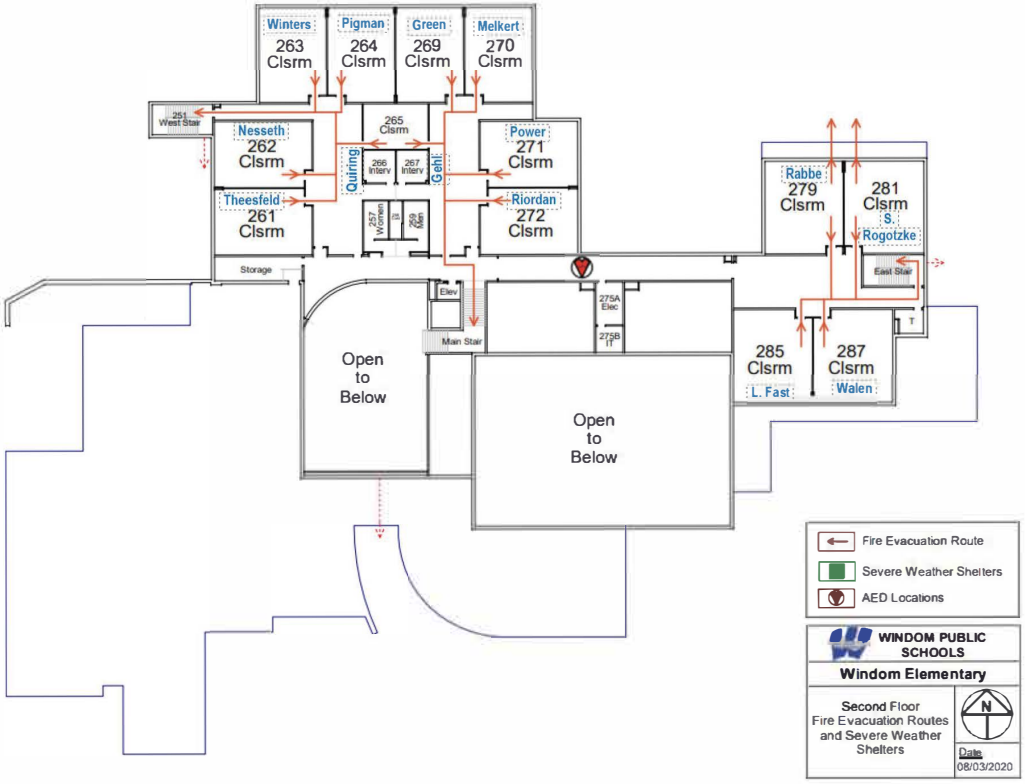
Site Name	Location	Make/Model	Date of Purchase	Battery Expiration Date	Defib Pad Expiration Date	Notes	
Windom MS/HS	SE Gym Entrance	Avive	Spring 2025	N/A	10/27		
Windom MS/HS	Track – N side of Track Shed	Avive	Spring 2026	N/A	1/28		
Windom MS/HS	SW of Main Entrance	Avive	Spring 2025	N/A	10/27		
Windom MS/HS	NW of HS Commons	Avive	Spring 2025	N/A	10/27		
Windom Elementary	NE of Main Entrance Outside of Gym	Zoll AED Plus	11/2019 manufacture date	6/15/30	04/28		
Windom Elementary	2nd Floor East Corridor	Avive	Summer 2025	N/A	05/27		
Highland ECC	NE Wall Inside the Main Entrance	Zoll AED Plus	12/2020 manufacture date	12/22/27	03/34		
Windom Recreation Area	Concession Stand SW Corner	Avive	Spring 2026	N/A			
Island Park	Concession Stand – Inside the W door	Avive	Spring 2026	N/A	03/27		
Mobil Unit	Darek Harder Athletic Trainer	Avive	Spring 2025	N/A	10/27		
Mobil Unit		Avive	Spring 2025	N/A	03/27		

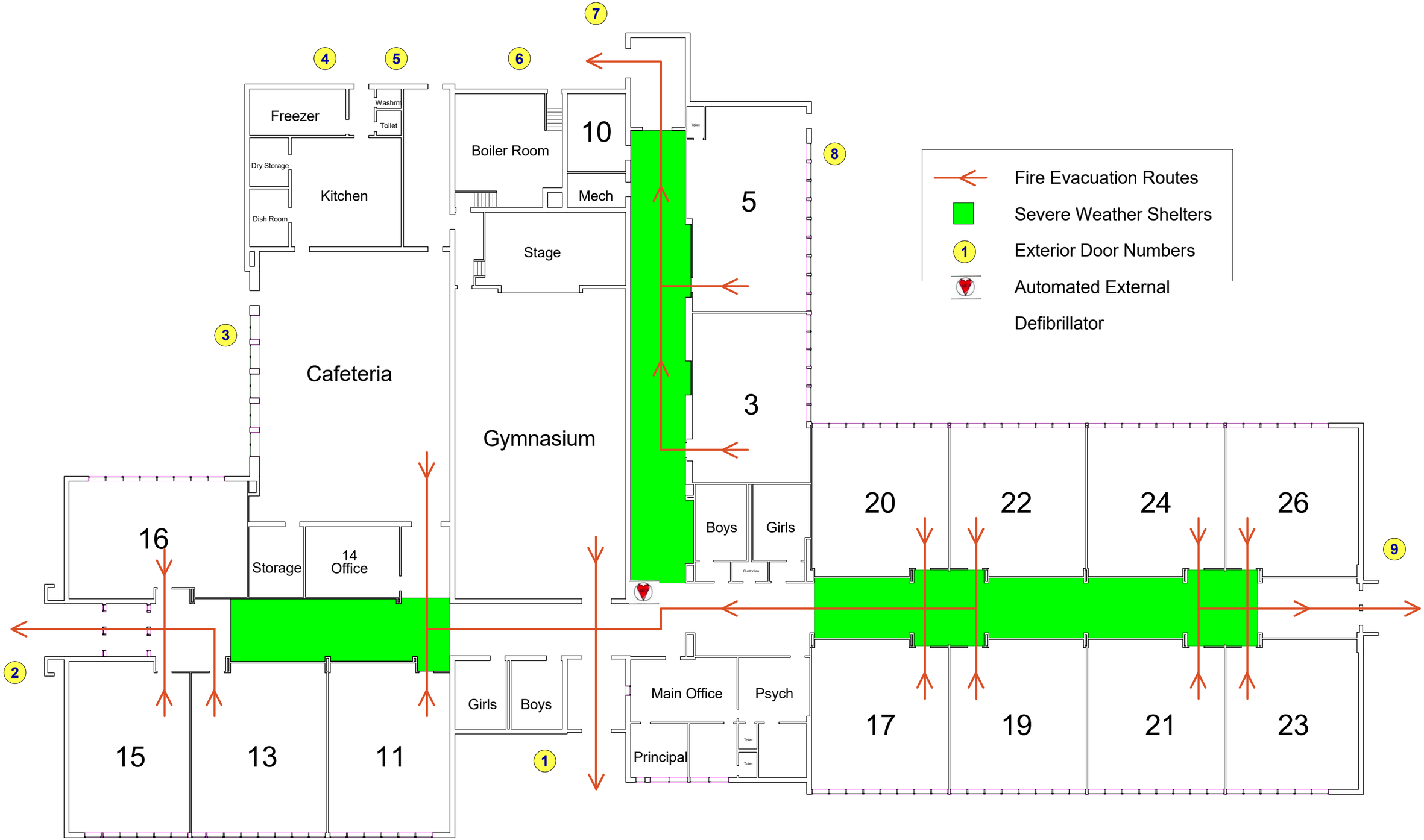
Appendix C

AED Site Maps


Fire Evacuation Routes
Severe Weather Shelters
AED Locations
Exterior Door Numbers
Track Shed
A112 Auxiliary Gym
A116 Weight Room
Blue Gymnasium
Auto Shop
Metal Shop
210 Ag Shop
213 Metals
215 Wood Shop
216 Clsrm
Electrical
Mechanical
Food Lab
Clothing Lab
Storage
323 Storage
330
Middle School Commons
Men
Women
Lobby
Concessions
Storage
209 Office
Men's Locker Room
Gold Gymnasium
HS Commons
Food Service
Kitchen
205 Clsrm
204 Band
203 Choir
202 Art
201 Art
Boiler Rm
124 Media Center
128 Lecture
Windom Middle / High School
08/25/2022
Fire Evacuation / Severe Weather Shelters
N


Winter 163 Clsrm
Sherman 164 Clsrm
Dardis 169 Clsrm
Korns 170 Clsrm
Reading Corp
E. Rogotzke 162 Clsrm
Freiwald 161 Clsrm
Hayenga
Voltaire
Maricle 171 Clsrm
172 Clsrm Scheitel
Lindquist 179 Kdgn
Lehmann 181 Kdgn
Garrison 174 Music
Roberts 176 Art
189 Gymnasium
Low 187 Kdgn
Huska 185 Kdgn
Wolf 183 Kdgn
Fischenich
Hovland
192 Media Ctr
Mesner
Wachal
Muske
O'Donnell
Dunkelberger
OT/PT
Rahn
Zamzow
B. Miller
Pletcher
Schmit
Jelinek
Janssen
C. Barfknecht
Rising Eagles
134 OT
132 SpEd
130 SpEd
128 SpEd
125 SpEd
124 SpEd
121 Offices
119 SpEd
110 Wkrm
104 Nurse
103 Office
137 Boiler Rm
147 Prep Area
146 Serving
136 Receiving
146 Table Stor
140 Dry Stor
Fire Evacuation Routes
Severe Weather Shelters
AED Locations
Exterior Door Numbers
WINDOM PUBLIC SCHOOLS
Windom Elementary
First Floor - Fire Evacuation Routes and Severe Weather Shelter Areas
N
Date
03/27/2021


Winters 263 Clsrm
Pigman 264 Clsrm
Green 269 Clsrm
Melkert 270 Clsrm
Nesseth 262 Clsrm
Theesfeld 261 Clsrm
Quiring
Gehl
Power 271 Clsrm
Riordan 272 Clsrm
265 Clsrm
Storage
Open to Below
Open to Below
Main Stair
Rabbe 279 Clsrm
281 Clsrm S. Rogotzke
285 Clsrm L. Fast
287 Clsrm Walen
East Stair
Fire Evacuation Route
Severe Weather Shelters
AED Locations
WINDOM PUBLIC SCHOOLS
Windom Elementary
Second Floor Fire Evacuation Routes and Severe Weather Shelters
N
Date
08/03/2020



	Highland Elementary	11/8/2017 11:01:11 AM
	Fire Evacuation / Severe Weather Shelter 11 x 17	1" = 17'-0"


16th St
16th St
16th St
Cottonwood Lake Dr
Windom Recreation Area
Cottonwood Lake Dr
Soccer Field


Sunset bridge
6th Ave S
6th Ave S
480th Ave
4th Ave
4th Ave
Island Park
Sports Field
2nd Ave N

Appendix D

Training Records

Appendix E

CERT Drill Records



STUDENT HANDBOOK

Windom Area School District
1400 17th Street • Windom, MN 56101
507.831.6910

School Website

Manual del Estudiante en Español

WINDOM AREA SCHOOL'S MISSION STATEMENT

Windom Schools will create a safe, responsive, and nurturing environment where every learner receives a high-quality, challenging education that empowers them with the skills and knowledge needed for a successful future.

WINDOM AREA SCHOOL'S VISION STATEMENT

Learning. Leading. Excelling. Together.

WINDOM AREA MSHS VISION STATEMENT

All students graduate with the knowledge and skills needed to be productive and engaged citizens.

WINDOM AREA SCHOOL'S CORE VALUES

- Safe, Respectful Learning Environment
- High-Quality Education
- Opportunities for All (academic, athletic, arts)
- Collaboration

We sincerely hope that the year ahead will be rewarding and enjoyable. Windom Area Middle/High School is filled with resources for academic and professional growth. We have a helpful and skilled faculty who serve students' curricular and extra/co-curricular needs.

The purpose of this handbook is to provide middle/high school students and their parents with clear policies and procedures for school operations. Please keep this available for reference purposes, but note that the handbook is available on the Windom Area School website. We encourage students and parents to spend time familiarizing themselves with this handbook. We believe that if families understand the policies of the school, the great majority will make every effort to comply.

It is the position of the school district that a fair and equitable district-wide school discipline policy will contribute to the quality of a student's educational experience. Without discipline in the schools, learning cannot occur. Therefore, these district-wide policies and procedures have been adopted. If a family has concerns or would like clarification, we encourage contact with our school.

The success of a school is dependent on the support and cooperation of its students and their parents. We thank you in advance for your support of our school's discipline policy and procedures.

Windom Area Middle/High School Administration

Mrs. Jamie Frank, Superintendent of Schools
Mr. Bryan Joyce, Principal Grades 9-12
Mr. Dane Nielsen, Principal Grades 5-8
Mrs. Amanda Wilson, Special Education Administrator
Mr. Jacob Johnson, Activities Director

Board of Education

Angie Klassen, Chair
Joel Bordewyk, Vice-Chair
Brianne Miller, Clerk
Barb Jones, Treasurer
Bruce Mews, Director
Matt Steffen, Director
Lynn Liepold, Director

School Colors

Royal Blue and Athletic Gold

School Mascot

Eagle

School District Website

School Hymn

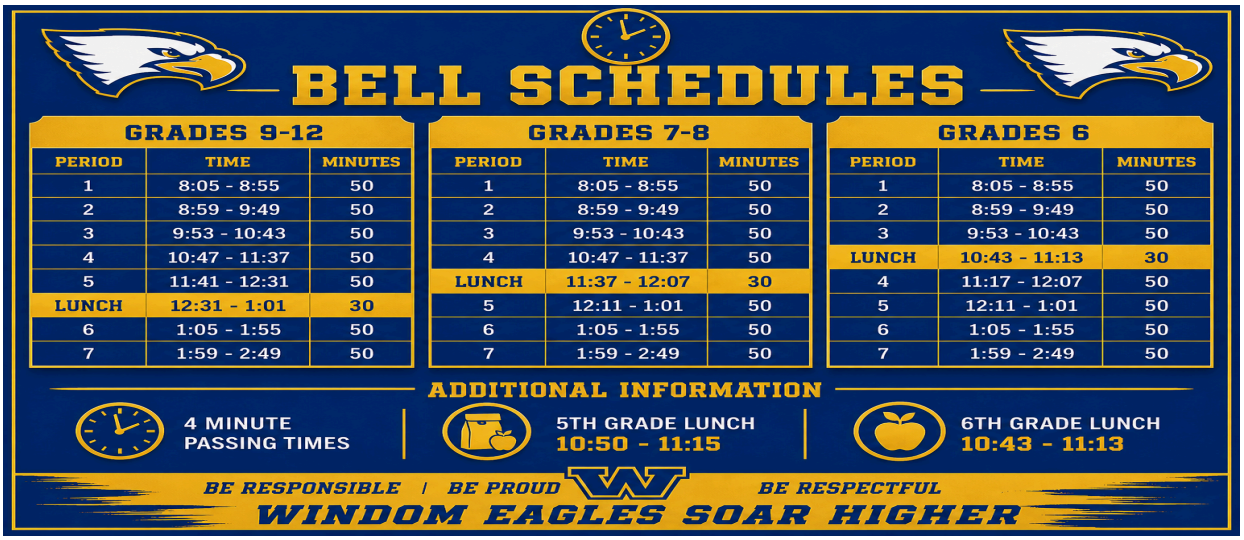
Far o'er the distant hill our voices swell
Praising these hallowed halls we love so well
Here sons and daughters stand faithful and true
Praising our high school and the gold and blue.

School Song



Parent Quick Reference Guide

- Attendance/Office: 507-831-6910, ext. 300 (MS) 309 (HS), Office Cell: 507-221-3511, email: attendancemshs@isd177.com
- Daily Schedule:



BELL SCHEDULES

GRADES 9-12

PERIOD	TIME	MINUTES
1	8:05 - 8:55	50
2	8:59 - 9:49	50
3	9:53 - 10:43	50
4	10:47 - 11:37	50
5	11:41 - 12:31	50
LUNCH	12:31 - 1:01	30
6	1:05 - 1:55	50
7	1:59 - 2:49	50

GRADES 7-8

PERIOD	TIME	MINUTES
1	8:05 - 8:55	50
2	8:59 - 9:49	50
3	9:53 - 10:43	50
4	10:47 - 11:37	50
LUNCH	11:37 - 12:07	30
5	12:11 - 1:01	50
6	1:05 - 1:55	50
7	1:59 - 2:49	50

GRADES 6

PERIOD	TIME	MINUTES
1	8:05 - 8:55	50
2	8:59 - 9:49	50
3	9:53 - 10:43	50
LUNCH	10:43 - 11:13	30
4	11:17 - 12:07	50
5	12:11 - 1:01	50
6	1:05 - 1:55	50
7	1:59 - 2:49	50

ADDITIONAL INFORMATION

4 MINUTE PASSING TIMES

5TH GRADE LUNCH 10:50 - 11:15

6TH GRADE LUNCH 10:43 - 11:13

BE RESPONSIBLE | BE PROUD | BE RESPECTFUL

WINDOM EAGLES SOAR HIGHER

- Infinite Campus
- Activities Related Questions: Contact Activities Director Jacob Johnson - 507-831-6910 ext. 303, email: jjohnson@isd177.com
- For inclement weather related announcements - make sure contact information is up to date on Infinite Campus as texts/calls/emails will be the first communication, follow Windom Schools on Facebook and X
- Staff email & contact directory
- Middle/High School Faculty and Staff phone number listing



STUDENT/PARENT HANDBOOK

This handbook was approved by the Windom Area Public Schools' Board of Education at its regular monthly meeting in August. Any changes or amendments made during the year will be posted in the Daily Announcements which is viewable on the school website. If you have any questions about a provision in the handbook, please contact administration.

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Daily Schedules

Attendance/Absence

Our Philosophy: Attendance is a priority at Windom Area Middle/High School. We believe learning is enhanced by regular attendance. Research indicates that there is a significant correlation between student absences and achievement. Class attendance is critical to the successful completion of coursework and outcomes. The entire process of education requires continuity of instruction, classroom participation and a variety of learning experiences, and consistent study in order to reach the goal of maximum educational benefit for each student. Absent students cannot expect to make the same progress as they would if they were in attendance at school. We firmly believe a course cannot be successfully completed with excessive absence. Teachers are expected to take attendance within the first 10 minutes of each class, and communicate with the office if there are changes to submitted attendance.

Minnesota statutes require the district to monitor students' attendance. School administration will therefore inform parents/guardians of any attendance problems concerning their child. However, we need parents/guardians to be actively involved in resolving any deviations in their child's attendance and to work with the school district to ensure maximum attendance.

Maximum Absence Rule: A student who misses a class more than 10% (roughly 10 days) of the semester is considered chronically absent. ALL absences (including excused absences) will be counted, except those absences which result from participation in school authorized activities, official religious holidays, or a death in the immediate family. To proactively avoid situations of loss of credit, Teachers will communicate with main office staff should absences approach the following checkpoints:
Mid Quarter 1/3 - 3 absences
End of Quarter 1/3 - 6 absences
Mid Quarter 2/4 - 9 absences
End of Quarter 2/4 - 12 absences

Classifications of Absences:

1. School Authorized Absences (Exempt):
    a. These are to be verified at the time of absence and are NOT counted in the Maximum Absence Rule. Make-up work IS required.
        i. Curricular & co-curricular pre-authorized school events & programs.
        ii. Official religious holidays.
        iii. Death of immediate family member (parent, stepparent, guardian, sibling, Grandparent, child).
2. Excused Absences:
    Parents or guardians must verify each hour absent in writing or by phone. Calls should be placed to the school by 10 am the same day. Students should remind the parent to contact the attendance office prior to, the day of, or no later than 10:00 a.m. the day after the absence and when possible to schedule appointments during non-school hours. The number to contact during school hours is 507.831.6910 and extensions 300 (Middle School), 309 (High School) or 311 (Spanish Speaking). You may also email attendancemshs@isd177.com. The after hour answering service number is 507-831-6910 ext.

300 (Middle School) or ext 309 (High School). **Parent excuses will not be honored after 48 hours (two school days) after the date of the absence. Absences not called in for after 48 hours will be coded as unexcused and count toward truancy calculations.** Students (including 18 year olds) must have a parent/guardian communicate all absences to the office. Makeup work is required. The following reasons are valid and should be used by parents and students as guidelines:

a. Illness

i. A day of absence will be counted for each day a student is absent due to illness. In the event of extended (3+ days) or chronic illness, verified by a medical doctor, the student may appeal to the Attendance Committee. The attendance committee will consist of the Principal, Counselor/Social Worker & one of the student's teachers.

ii. In the event you become ill during the day, please go to the nurse's office. Office staff will assist you. If your illness justifies sending you home, arrangements may be made according to the Emergency Contacts information listed in Infinite Campus.

b. Family emergency

c. Medical/dental appts. that cannot be made outside of school time

d. Court ordered appearances

e. Preplanned absences (family trips, etc), which have been arranged and pre-approved by administration. Absences in excess of maximum allowable absences that result due to an out of town family trip may be excused at the discretion of administration. It is the responsibility of the absent student to make all necessary arrangements with teachers prior to the trip so as to remain caught up in courses. Makeup work must be completed within the allowable time period (2 days per day absent.) (Arrangements made prior to the absence in order to be excused; one week ahead recommended.)

h. Driver's license test

i. Seniors who wish to visit a postsecondary school or college may use two (2) days for this purpose. ALL COLLEGE VISITS MUST BE COMMUNICATED TO THE SCHOOL ATTENDANCE SECRETARY.

k. Out-of-School Suspension (OSS): These absences ARE counted in the Maximum Absence Rule. Completion of make-up work is required and credit given. All students meeting or exceeding 10 absences due to an OSS will discuss attendance and may enter into a behavior/attendance contract at the re-entry meeting.

l. All students must report to the office to receive a permit to class pass upon returning to school. This pass must be shown to all teachers. This pass serves as verification of the absence by the office.

m. Parent excused - parents/guardians may excuse an absence for extenuating circumstances not listed in the reasons above up to 2 times per school year.

3. Part-Day Excused Absences:

a. Medical, dental appointments and court ordered appearances: Parents/guardians are requested to telephone and/or write a note. Students must obtain a Permit to Leave School prior to the day of the appointment. Upon return, students must check in with the school office and provide verification of the appointment. Most of these appointments should be scheduled for times when school is not in session.

b. Illness or injury during the school day: The student must sign out through the school office. Parent/guardian authorization is required and a Permit to Leave School is issued.

c. Emergency during the School Day: Student must sign out through the school office and a Permit to Leave School is issued.

d. **Failure to receive a Permit to Leave School may result in the absence being unexcused.**

EXCUSED PARTIAL DAY ABSENCES DO COUNT TOWARD THE MAXIMUM ABSENCE RULE

Consequences for Exceeding Absence Limits:

1. On the third (3) absence for a semester course, the student will be informed in person and the attendance secretary may send an Attendance Letter and a copy of the policy to the student's parent/guardian by mail.
2. If the student has reached six (6) absences from a semester course, the student will be informed in person and the attendance secretary may send, once again, the Attendance Form and an Appeals Form to the parent/guardian. **After 10 excused absences in one semester, a doctor's note may be required.** An administrator/counselor may conduct a conference after the 6th absence with the parent/guardian.
   An attendance contract may be drafted, signed and enforced.
   Upon notification, the student may see the counselor to determine suitable options.
   Should absences reach 20% for a semester class a No Credit (NC) will be issued and the student may need to make up the credit.
   a. In the rare event a student has suffered a long-term (chronic) illness, which can be verified by a doctor's signed statement, the student's record will show an incomplete (I). If the work has been made up according to the Make Up Work Policy guidelines, the incomplete (I) will be changed to a grade. If the work is not done according to Make Up Work Policy guidelines,the incomplete (I) will be changed to (NC) or (F). NOTE: See Make Up Work Policy.

3. The attendance committee will meet with students/parents to address absences exceeding the maximum absence rule. The attendance committee will consist of the Principal, Counselor/Social Worker & 1 of the students teachers.

4. Minimum seat time requirement - loss of credit for a course. Students who do not attend class for 80% of the class periods in session (~68/86 days in a semester) may earn a No Credit and need to retake the course or complete credit recovery to earn full credit.

***Students with a verified medical condition/extenuating circumstance may appeal and earn full credit despite exceeding the maximum absence rule at the discretion of the attendance policy committee (Principal, Counselor/Social Worker & 1 of the students teachers.)

A student receiving a waiver on the maximum absence rule must complete required coursework to earn credit for all impacted courses.

Check Out Procedure

If a student is to leave the school during the regular school day, the following procedure shall be followed:

1. The student shall present the parental request to leave the school to personnel on duty in the high school office before school in the morning. Legitimate reasons for out-of-building passes include such things as medical or dental appointments, court appearances, and special family obligations. The student may present a written request signed by a parent or guardian OR parents/guardians may also make arrangements by calling 831-6910. Student requests without parental consent may not be honored.
2. When the request to leave school is approved, the office personnel may issue a pass stating the time that the student will be excused from class. At checkout time, the student will report to the office, show the pass and sign out. A sign-out sheet/form is provided as an official record.
3. A student who becomes ill or injured during the school day must report to the nurse's office. An evaluation of the student's health status will be made. If it is necessary for the student to go home, the student's parent/guardian (or parent's designee on the emergency call sheet) will be called by the Nurse/main office to come for their student or to authorize the student to drive home. The student will

be given a pass to present to the attendance secretary in the Administration Office. The student will follow the sign out per procedure.

4. Failure to follow check out procedures may result in absences being counted as unexcused at the discretion of administration.

Tardiness

Tardiness is defined as being late to a class by any amount of time after the start of the class up to 5 minutes. Arriving after 5 minutes without an excused pass will constitute an unexcused absence for the class period. Students arriving to class unprepared to learn may be counted tardy at the discretion of the teacher. Teachers will also use discretion in tardiness so as to create a welcoming environment - students who are in seats ready to learn when the teacher begins class shall not be counted tardy.

1. A student may be excused for being late to class only when detained by another teacher or office personnel.
2. The detaining teacher or office personnel will issue a pass/email to the detained student making sure to list the time the student was released on the pass.
3. After receiving a tardy pass, the student will be expected to report to class immediately. Students arriving more than five minutes after the tardy pass was issued will be considered unexcused and the teacher should treat the offense accordingly.
4. Unexcused tardies are to be counted in the Attendance Policy. Upon receiving a 4th unexcused tardy in any class during the quarter, a student will be assigned one (1) detention to be served within 1 week of being assigned the detention and will lose open campus (lunch/TA/Principal's Hour) privileges for the remainder of the quarter. Upon receiving further unexcused tardies during the quarter, consequences for the student will be assigned accordingly: 5th Tardy equals one (1) detention. Consequences for the 6th Tardy and beyond will be determined at the administration's discretion and may include a parent meeting, further loss of privileges, Saturday School and up to In School Suspension.

Make Up Work Policy

The following items are guidelines with the understanding that the completion of school work in a timely manner is of the utmost importance.

1. Students absent one (1) day will have two (2) days to make up work missed for the first (1st) day and two (2) for each succeeding day missed (or shorter/longer if mutually agreed upon by the teacher and student upon the student's return). If a student is unable to turn in the make-up assignments due to another absence, the make-up work from the initial absence will be due the next day the student is in attendance.
2. Teachers may request the assignments missed due to school-sponsored field trips, co-curricular activities, official religious holidays or pre-planned absences be completed in advance by the student.
3. Special arrangements may be made for long term (chronic) illnesses verified by a doctor's signed statement. An incomplete (I) may be given to allow for make-up time.
4. A homework request may be made for absences of more than one school day through the main Office or via email directly to the teacher by parent/guardian. Students' teachers may be asked to email students/parents and/or bring assignments to the main office for parents/guardians to collect.
5. Students with unexcused absences will receive make-up work for the class period(s).

Truancy/Skipping

If a student is willfully absent from school/class without permission, he/she assumes the responsibility and the consequences of violating a right and privilege. Windom Public Schools have adopted the policy of Cottonwood County in regards to truancy. A copy of this policy is found on our district website.

1. Unexcused Absences (Truancy) are defined as a student who is absent from school/class without full knowledge or consent of his/her parents/guardians. The student is absent from school with or without consent of the parent or guardian for reasons unexcused by the school authorities. Makeup work is required.

Examples of unexcused absences may include, but limited to the following:

a. Leaving school without obtaining a Permit to Leave School from the school office.
b. Is absent from school without proper verification from his/her parent/guardian.
c. Is absent from class without permission.
d. Obtains a pass to go to a certain place and does not report there.
e. Becomes ill and goes home instead of reporting to the school office, or staying in the restroom and not returning to classes.
f. Comes to school but does not attend classes.
g. Leaves for lunch without a pass and not returning without parental consent.
h. Oversleeping
i. Personal grooming appointments (hair, nails, tanning, etc)
j. Employment/interview
k. Shopping/errands
l. Family vacations
m. Needed at home/babysitting
n. Missed the bus/car trouble
o. Needing to sleep/rest
p. Interpreting for another person

Administrative discretion may be used in any of the aforementioned situations to excuse an absence.

2. Tardiness: Students who are more than 5 minutes late to a class may be marked with an unexcused absence, not a tardy.
3. Excessive Absences: Request by parent or guardians may be denied or counted as unexcused if they are for excessive absences. Excusing absenteeism and tardiness is at the discretion of the principal/administration.
4. Unexcused absences are made up through detention.
   a. One class (45 minutes) = one 45-minute detention.
   b. A skipped day of school equals eight (8) 45-minute detentions or 1 Saturday School. Students must attempt to check in with the teacher whom class was missed with to make up missing content. This check can be done via email for documentation purposes. Detention supervisor will check for this communication.
   c. A student will lose open campus (lunch/TA/Principal's Hour) privileges for the remainder of the quarter for any unexcused absences.
   d. Students serving a detention to make up class time are expected to touch base with the teacher for whom they missed class prior to detention. Students are expected to work on missing content during the detention period.
5. Students with an unexcused absence will be subject to the school Truancy Policy. (There are no school sanctioned "Skip" days.)

Saturday School Dates, Locations, Supervisors
Consequence for Skipping Saturday School is a 1 Day In School Suspension

Date	Location	Supervisor
September 26, 2026	Media Center/Teacher Determined	
October 24, 2026	Media Center/Teacher Determined	
November 21, 2026	Media Center/Teacher Determined	
January 16, 2027	Media Center/Teacher Determined	
February 27, 2027	Media Center/Teacher Determined	
March 27, 2027	Media Center/Teacher Determined	
April 24, 2027	Media Center/Teacher Determined	
May 15. 2027	Media Center/Teacher Determined	

Truancy Policy

According to Minnesota Statutes 120.101, subdivision 5, students under the age of 18 must attend school. If a 16 or 17 year old is in attendance, they must follow the same guidelines as students under the age of 16. In cooperation with Des Moines Valley Health & Human Services, Cottonwood County Court System and local law enforcement agencies, Windom Public Schools has developed the following Truancy Diversion Policy:

Step One

After three (3) unexcused absences, a school letter (Certified with Return Receipt Requested) is sent to the parent of the truant student. Included in this letter will be:

a. Copy of State Truancy Laws
b. Copy of School Truancy Policy
c. Students current attendance report

Step Two

a. Upon the fourth (4th) unexcused absence, a (phone call/letter) parent contact is made.
b. School personnel forward student's most current attendance report, copies of letters sent to parents, any other documentation pertinent to the student's truancy including interactions with the student and/or parents to the County Attorney's office.

c. The County Attorney will forward the appropriate information to the Cottonwood County Family Service Truancy Coordinator to begin the mediation program.

d. The CCFSTC will obtain a release of information and contact the school if the family accepts services.

Step Three

a. Upon the fifth (5th) unexcused absence, a (phone call/letter) parent contact is made.

b. School personnel fax updated attendance to Cottonwood County Attorney and Des Moines Valley Health & Human Services with proper release of information.

c. Upon receipt, the county attorney will write a letter to the parent of the truant student asking them and the student to participate in a diversionary meeting.

Step Four

a. Upon the sixth (6th) unexcused absence, school personnel may make a (phone call and/or letter) parent contact and fax updated attendance to Cottonwood County Attorney and Des Moines Valley Health & Human Services with proper release of information.

Step Five

a. Should the student reach seven (7) unexcused absences and an attempt has been made by the school to address the student's attendance concerns as described above: the school should notify the County Attorney for a CHIPS petition.

Students who are 18 years of age are allowed to "withdraw" from school with their parent's permission.

THE SAME SET OF ATTENDANCE RULES APPLIES TO ALL STUDENTS REGARDLESS OF AGE.

Discipline

Windom Schools take pride in the positive behavior of students and rewards those who show a daily understanding of what we hold as valuable in our daily behavior.

As a school district, we want to see our students soar higher and achieve better and we strongly believe that we will, if we follow this simple belief:

At Windom Area Schools, learning is first. We take pride in our safe & positive environment. Be proud. Be respectful. Be Responsible.

You are an EAGLE!

Eagle Pride Matrix

Restorative Discipline

When students fall short of Eagle Pride expectations, restoration of the strained relationship(s) may be necessary. Restorative discipline practices focus on building back the relationships that were strained as a result of a poor choice in words/actions. Restorative discipline practices are not punitive and are not focused on punishment. Restorative practices focus on teaching the student the ways in which their actions fell short of Eagle Pride expectations, and ways to learn and improve to do better in the future. A major goal of restorative discipline is keeping the student(s) in the classroom for the learning if at all possible. Restorative discipline may look differently for each student as natural consequences for actions are at the core of restorative practices. Windom Schools staff will work with all students to learn from mistakes and repair strained relationships. Restorative practices may include, but are not limited to:

- Mediation conferences (between students and all stakeholders.)
- Corrective action (example; Conflict: student leaves a lunch table a mess. Staff intervention: discussion with students about what happened and why. Action: student apologizes to lunchroom supervisor and lunchroom staff, spends a few minutes cleaning up the area.)
- Time in the office - when the student is not quite ready to be back in class at that time and they need to work with administration to discuss meeting future expectations.
- Time in the student support room (possibly a debrief with the counselor or social worker)
- Detention - when extra time is needed beyond the school day (before or after school, or during lunch) to help the student correct their behavior, or the student was not ready/willing to participate in mediation.
- Suspension - either in school or out - only when the presence of a student in the classroom causes a significant disruption to the learning environment and/or the offense was highly severe.

All of the above measures are intended to be non-exclusionary and work with students to remain in the learning environment.

Behavior Flow Chart

Backpack/Bags

Backpacks/book bags/purses/any handbag/belt bag used to carry items to and from school must be left in lockers during the school day. Backpack searches may be conducted at administrative discretion based on a reasonable suspicion of a policy violation or for building security safety checks.

Refer to District Policy 502 for search procedures. District Policy Manual.

Searches of Student lockers, desks, personal possessions and student's person
In the event of the existence of reasonable suspicion of a violation of school policy, students may be subject to a search by school administration. Searches of lockers, backpacks, persons and possessions may be conducted should reasonable suspicion of a school policy violation exist. When possible, a second adult will be present. When suspicion exists that a student may have in their possession a vaping device on their person, school administration may utilize a metal detecting wand. Students will not be asked to expose any part of their person and should suspicion exist that a device is present, parents will be called to come in and assist in the search, unless the suspicion relates to a direct safety threat to students and staff. Should a locker search be conducted, students will be alerted in a timely manner.

Book Policy
The Windom School District provides students with all textbooks; if necessary. Normal wear is expected on these books. Abnormal wear, however, is not expected and students who intentionally drop, throw, sit on, write on, or otherwise misuse textbooks in any manner will be fined for damages to the book. An amendment to Minnesota Statutes 120.101 provides that schools may charge for lost or destroyed textbooks, workbooks, or library books. The school will charge an appropriate replacement fee for textbooks, workbooks, or library books lost or destroyed by students.

Chromebooks
The Windom School District provides Chromebooks, a Chromebook charger cable and a Chromebook charger block to each student for educational purposes. Students must adhere to Chromebook use guidelines and pay all appropriate fees as communicated at orientation prior to the start of the school year. Students found to be using Chromebooks inappropriately may be assigned Chromebook use re-education modules to satisfactorily complete prior to receiving Chromebook privileges back. Any fees assessed for Chromebook misuse/breaks/losses must be paid prior to graduation or receiving a Chromebook for the following year. HS Students are issued Chromebooks to take home and care for throughout the school year. Chromebooks are available for MS student use, but Chromebooks will remain in classrooms and students will not carry with them throughout the school day.

Bus Conduct
Bus drivers have the authority to implement and enforce rules of behavior deemed appropriate to assure safety to and from school. Students are responsible for their behavior during the times they are being transported. Students with chronic behavior problems on the bus may lose the privilege of riding the bus. The bus is an extension of the school day. All students will be taught appropriate bus behavior and must submit the acknowledgement of the bus safety test during the first week of school. School disciplinary policy will be enforced.

Please keep in mind that the law says:
Riding a school bus is a privilege, not a right.
While waiting for the school bus, students are expected to:
1. Stay back from the curb, driveway, and yellow lines at the school buildings.
2. Wait for the bus to come to a complete stop before approaching the bus.
3. Never chase or run beside a moving bus. Students who ride the bus shall:
    a. Take a seat promptly and stay seated while the bus is in motion.

b. Be obedient and respectful of the bus driver.
c. Keep their heads, hands, and other parts of the body inside the bus windows at all times.
d. Not throw any objects through open windows.

4. Assure that no litter is left on the bus.
5. Refrain from using or having in possession any tobacco products, alcohol, or other contraband.
6. Do not use any obscene gestures or language.
7. Not verbally or physically harass anyone else.
8. Wear appropriate clothing for weather conditions.
9. No Bullying

Student Parking

Parking a motor vehicle on school grounds is a privilege. Parking is permitted in the designated areas. All vehicles parked on school property are subject to inspection. The use of mini-bikes, snowmobiles, go karts, all-terrain vehicles such as 4-wheelers are prohibited on school grounds. Student parking is permitted in the West Student parking lot only.

Discrimination

It is the policy of Independent School District 177 to comply with state and federal laws, which prohibit discrimination in education programs, activities, or employment on grounds of race, color, creed, religion, national origin, sex, and marital status, status regard to public assistance or disability. Inquiries regarding compliance may be directed to the office of the principal at Windom Area High School, telephone 831-6910.

Food and Drink

Water will be allowed with a secure lid. Food/beverages may be allowed in the classroom at the discretion of the classroom teacher and/or administration. Water may be consumed at lockers in a secure lid. Healthy snacks may be consumed at lockers during passing times.

Student Dress

A dress code serves the purpose of establishing and maintaining a respectful environment conducive to learning. The intent of the dress code is to create an environment grounded in respect for every individual in the building and their right to feel safe, welcome & treated with dignity throughout their educational journey. The responsibility to adhere to the dress code rests with the students and their parents/guardians. Students must use mature judgment when choosing clothing to wear at school and students have the right to choose the manner in which they project themselves in public unless it causes a disruption with work, creates a classroom or school disruption or could be interpreted as harassment by others.

Clothing that is prohibited (not allowed) includes, but is not limited to:

- Sunglasses
- Gang related clothing
- Clothing displaying weapons
- Clothing promoting illegal activity for minors (drug, alcohol, tobacco)
- Clothing promoting profane, suggestive or obscene activity
- Clothing of a racially or ethnically insensitive nature
- Tops that are cut lower than four finger widths (fingers together) of collarbone
- Tops that are cut higher than four finger widths (fingers together) of top of waistband on pants
- Tube Tops
- One shoulder tops
- Blankets
- Coats/jackets - stored in lockers during school hours
- Flags
- Bottoms that do not extend beyond an extended arm at the side (fist closed)
- Bottoms that expose undergarments or private areas
- Hats are not to be worn by students in grades 5-8
- Hats that do not hinder the learning environment can be worn by students in grades 9-12. Teachers reserve the right to ask a student to remove a hat within the classroom. Hoods are not to be worn during school hours.

Students suspected to be in violation of the dress code will be asked to correct the violation by staff. A report to administration will be made should the student not correct the violation in a timely manner. Exceptions to the student dress code can be made at the discretion of administration.

*Dress code is intended to be self-measurable. Students may be asked to demonstrate the four-finger rule (necklines), fist length (shorts, skirts, and dresses), and the four-finger rule (midriff) if they are suspected of violating the dress code. Fingers are to be pressed together when self-measuring.

Weapons

All other weapons policies must be followed. No individual shall possess a weapon when in the school building, on school grounds, or on any school-sponsored trip or activity. Possession: defined by MN Statute 609.66. Members of the district Clay Target League may possess a weapon at the shooting range. For more information on the WAHS weapons policy, please refer to the Discipline Policy section of this handbook or the Windom School's web page.

UNIFORM GUIDANCE & DISCIPLINE POLICY

Part I: Philosophy and Purpose

Philosophy:
It is the belief of the Board of Education of Independent School District #177 that each individual should be accepted into the educational program as he or she is; that the student shall be provided with a stimulating environment and opportunities for learning designed to assist the student in realizing his or her maximum mental, physical, emotional, and social development.

The Board also believes that the primary obligation for developing self-discipline, responsibility, and respect for other people begins in the home and with the parents/guardians. Children who have developed these qualities usually progress well in school. The school is also concerned with the development of attitudes, habits, and behavior and must provide a proper climate for learning; therefore, the school strives to work cooperatively with parents/guardians. Teachers want all students to learn, but their efforts can be thwarted by disruptive behavior. When students do not follow the rules of proper conduct, the school has a responsibility to take action in the interest of those students and the other students in the school.

Purpose:
To ensure an atmosphere that is conducive to learning, it is necessary to carefully balance a student's individual rights with his or her responsibilities for good citizenship. It is in an effort to preserve this proper balance that the school board has adopted this code. The intended effect is to create an educational climate conducive to learning, to responsible and considerate behavior and one in which the safety of students and all persons is assured.

The school district takes very seriously any individual(s) making "terroristic threats." The school district will take every means possible in conjunction with law enforcement toward the arrest
and conviction of the individual(s) responsible for making a terroristic threat. The person(s) could face felony charges, which carry a maximum penalty of five years in jail and a $10,000 fine. (Policy 121A.55 MN Statute-General Statement.

PART II: DISCIPLINARY POLICIES & PROCEDURES

Introduction:
The development of responsible behavior and self-discipline among students occurs at two levels within a school. First, since the student spends the greatest amount of time during the school day in the classroom, the classroom teacher must assume the primary responsibility for gaining the respect and cooperation of the students so that an effective learning environment may be maintained. Each teacher must apply a carefully thought out approach to classroom discipline and administer it with a sense of fairness and consistency.

At other times, disciplinary problems, which are beyond the scope of the classroom teacher's area of responsibility (i.e. between classes, lunchtime, before and after school) or are of a serious enough nature to require referral to the administration. Through the school-wide discipline program, the principal/assistant principal sets the tone for acceptable behavior throughout the school and campus. Students may be disciplined for off campus conduct, which disrupts, interferes with, or otherwise affects the learning environment,

activities, or operation of the school. The principal/assistant principal also must operate from a carefully developed set of rules and consequences that ensure fair treatment, consistency, and due process.

Part II of this code is designed to describe the approach to classroom and school-wide discipline adopted by the Board of Education.

Detention:
A period of time beyond the regular school day (before/after school) in a supervised area specified by the principal/behavior specialist. The administration assigns detention by use of Infinite Campus and the Detention assignment sheet. If possible, students/parents may be given a minimum of 24 hours advance notice of the serving of such detention. Work/practice is not an excuse for not making up detention. Detention is a time scheduled upon agreement by administration. Students will be responsible for their own transportation home after serving detention.

Administration reserves the right to withhold any student with outstanding detentions from any school activity until all detentions are served.

In-School Support Room:
This room may be used as a cooling down/support room for students after an event has taken place. Students utilizing the In School Support Room will be supported by Student Support staff and will return to class after they have cooled down and are ready to enter the academic environment.

In-School Suspension:
This is the act of prohibiting a student from attending classes while still attending school in person. The student serves the suspension time in the school building in the in-school suspension room.

Out-of-School Suspension:
This is the act of prohibiting a student from attending school for a period of no more than 10 (ten) school days.

Expulsion:
An action taken by the school board to prohibit an enrolled student from further attendance for a period that shall not extend beyond an amount of time equal to one school year from the date a student is expelled. Grounds for expulsion include MS. 121A.45, which states a student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation;
2. Willful conduct that significantly disrupts the rights of others to an education;
3. Willful conduct that endangers the student or other students, surrounding persons or the property of the school.

Reasonable Force:
Principals, teachers, and staff may use reasonable force when it is necessary under the circumstances to restrain or correct a student to prevent bodily harm or death to another.

Student Discipline:

1. School Board Policy 506 will be used to address all issues of student discipline.
2. A good learning atmosphere in the classroom is the joint responsibility of the teacher and students. This atmosphere will be promoted through clearly established and understood expectations and regulations. Because of varying classroom environments, these expectations may differ somewhat from teacher to teacher.
3. Classroom expectations, once established, are to be posted in each classroom.
4. The teacher or designee has the responsibility to act on infractions of classroom expectations. In cases where corrective actions prove ineffective, the teacher may remove the student from the classroom and refer him/her to the office and fill out an office Disciplinary Referral form on Infinite Campus.

Progressive Discipline Guidelines:

The classroom is the building block of a disciplined school experience. When classroom attempts to support a learner fall short, it may be necessary to refer disciplinary situations to the principal. To establish continuity and provide for guidance for progressive discipline when behaviors fall short of expectations and violate school policy, the following guidance is provided;

Consequence for Skipping Saturday School is a 1 Day In School Suspension

Offense(s)	1st Offense	2nd Offense	3rd Offense	>3 Offenses
Tardiness	Documentation	Documentation	Documentation	Detention/Saturday School Tardies are documented each quarter and reset after each quarter
Skipping Class	Detention/Saturday School (Per period missed/Skipped) & Loss of privileges as outlined above	Detention/Saturday School (Per period missed/Skipped) & Loss of privileges as outlined above	Detention/Saturday School (Per period missed/Skipped) & Loss of privileges as outlined above	Detention/Saturday School (Per period missed/Skipped) & Loss of privileges as outlined above & Parent Conference/Attendance Contract
Vaping (Nicotine Based)	1-2 Days In School Suspension & Completion of Re-Education Curriculum	5 Days In School Suspension, Referral to Law enforcement	Up to 10 Days Out of School Suspension, Referral to Law Enforcement	Up to 10 Days Out of School Suspension, Referral to Law Enforcement
Drug/Alcohol Use - On Campus	Up to 10 Days In/Out of School	Up to 10 Days Out of School	Expulsion	NA

	Suspension, Referral to Law Enforcement	Suspension, Referral to Law Enforcement, Possible Expulsion		
Disrespect toward peer/staff (including harassment of a racial/sexual nature, verbal abuse, inappropriate language)	If major (referred to office), upon investigation results, the student will complete a restorative assignment in an after school detention. A re-entry conference will be held with staff before the student returns to class.	If 2nd major instance (referred to office), upon investigation results, the student will serve an in school suspension and complete a re-entry meeting with staff before the student returns to class. The student will also have a parent meeting with administration. The student will also be referred to the student support team for potential services that may be needed.	If 3rd major instance (referred to office), upon investigation results, the student will serve a 5 day in school suspension and complete a re-entry meeting with staff before the student returns to class. The student will also have a parent meeting with administration.	If 4th major instance (referred to office), upon investigation results, the student will serve an out of school suspension and complete a re-entry meeting with staff before the student returns to class. The student will also have a parent meeting with administration.
Disruptions to class/school/Non-Compliance	If major (referred to office), upon investigation results, the student will complete a restorative assignment in an after school detention. A re-entry conference will be held with staff before the student returns to class.	If 2nd major instance (referred to office), upon investigation results, the student will serve an in school suspension and complete a re-entry meeting with staff before the student returns to class. Student may be assigned community service within the school setting. The student will also have a parent meeting with administration. The student will also be referred to the	If 3rd major instance (referred to office), upon investigation results, the student will serve a 5 day in school suspension and complete a re-entry meeting with staff before the student returns to class. Student may be assigned community service within the school setting. The student will also have a parent meeting with administration.	If 4th major instance (referred to office), upon investigation results, the student will serve an out of school suspension and complete a re-entry meeting with staff before the student returns to class. Student may be assigned community service within the school setting. The student will also have a parent meeting with administration.

		student support team for potential services that may be needed.		
Bullying: **1. Targeted** **2. Imbalance of Power** **3. Ongoing** **The first report to administration will prompt a re-education conference should there be evidence of the above criteria being met.**	Upon results of investigation showing that the behavior was targeted, presented an imbalance of power, and conduct was present beyond one occurrence, the student will be issued a cease and desist order and will complete a restorative worksheet in a 2 day in school suspension. A meeting with the student, their parent and administration will also be held.	Upon results of investigation showing that the behavior was targeted, presented an imbalance of power, and conduct was present beyond one occurrence, the student will be issued a 5 day in school suspension. A meeting with the student, their parent and administration will also be held.	Upon results of investigation showing that the behavior was targeted, presented an imbalance of power, and conduct was present beyond one occurrence, the student will be issued a 5 day out of school suspension. A meeting with the student, their parent and administration will also be held.	Upon results of investigation showing that the behavior was targeted, presented an imbalance of power, and conduct was present beyond one occurrence, the student will be issued a 10 day out of school suspension with a potential expulsion referred to the superintendent. A meeting with the student, their parent and administration will also be held.
Weapon	5 Day Out of School Suspension, parent meeting with admin If weapon is a gun or student intends to cause harm on school property the student is suspended for 10 days pending exclusionary proceedings			
Physical assault	5-10 Day in or out of school suspension (depending on disruption and threat, as	10 day out of school suspension. A meeting with the student, their parent(s) and administration will	10 day out of school suspension. Recommendation for expulsion.	

	determined by administration.) A meeting with the student, their parent(s) and administration will also be held. Expulsion may be considered pending severity of the assault.	also be held. Expulsion may be considered pending severity of the assault.		
Terroristic Threats	10 day out of school suspension pending referral for expulsion.			
Fighting	5 Day in or out of school suspension (depending on disruption and threat, as determined by administration.) A meeting with the student, their parent(s) and administration will also be held.	10 day out of school suspension. A meeting with the student, their parent(s) and administration will also be held. Expulsion may be considered pending severity of the situation.	10 day out of school suspension. Recommendation for expulsion.	
Vandalism/Property Damage	If material damages, the student will be assigned a fee. Contact will be made home. Student(s) will be assigned community service within the school.	If material damages, the student will be assigned a fee. Contact will be made home. Student(s) will be assigned community service within the school. Student(s) will be assigned up to a 5 day in school suspension.	If material damages, the student will be assigned a fee. Contact will be made home. Student(s) will be assigned community service within the school. Student(s) will be assigned up to a 5 day out of school suspension.	If material damages, the student will be assigned a fee. Contact will be made home. Student(s) will be assigned community service within the school. Student(s) will be assigned up to a 10 day out of school suspension and potentially referred for expulsion.
Inappropriate touching/physical contact	The student will serve up to a 5 day in school	The student will serve up to a 5 day out of school	The student will serve up to a 10 day out of school	The student will serve up to a 10 day out of school

	suspension and will be assigned restorative community service within the school setting to be completed after school hours.	suspension and will be assigned restorative community service within the school setting to be completed after school hours. The student will be referred to the student services team for potential addition of services to address behaviors.	suspension and will be assigned restorative community service within the school setting to be completed after school hours. Expulsion may be considered pending severity of the situation.	suspension and be referred to the superintendent for expulsion.
Administration will use the table above as a guide, but reserves the right to exercise discretion in the issuance of progressive discipline at any time to maintain the order of the school so all students can learn in a safe and positive environment and all staff can work in the same safe and positive environment. Through PBIS (Eagle Pride) Windom Area Schools strives to help students learn positive, responsible and respectful behaviors. When students fall short of taught expectations, the above list shall serve as a guide to help reinforce to students the importance of their behavior choices. Correcting the undesired behavior is always the goal within our disciplinary proceedings.				

Rights of Appeal

If a student feels a right violation has taken place, they should first bring the matter to the attention of the building principal, unless the alleged violation involves this person. If the principal is involved or an appeal of a principal's decision is desired, the case may be brought to the Superintendent of Schools, and a further appeal may be made to the Board of Education at their next regular meeting. A student may appeal their case in court without going through the administrative process outlined above, but the court may require the student to first exhaust those channels with the local system. The local Board of Education also has the right of appeal. Here is the discipline instance complaint/appeal form.

Rights and Responsibilities:

1. Student/Student Relationships:
   (See Sexual Harassment/Violence Policy also)
   Right: Each student has the right to attend school and school activities and be free from Threats against his or her feelings, physical well-being, and property.
   Responsibility: Each student shall be responsible to respect the feelings, property, and physical well-being of other students.
   Policy: Students will refrain from physical and verbal abuse directed at other students, as well as any damage or theft of the property of a fellow student.
2. Student/Staff Relationships:
   (See Sexual Harassment/Violence Policy also)
   Right: Students and staff have a right to work, study, and teach/learn in an atmosphere of mutual respect. They also have the right to free inquiry and expression while being mindful of the responsibilities listed.

Responsibility: Students have the responsibility to respect authority, feelings, physical well-being, and property of members of the school staff.

Policy: Students shall refrain from disobedience, disrespect, threats, or attacks directed at members of the school staff, as well as damage to—or thefts of—property belonging to school staff members.

3. School Property:

Right: Each student is entitled to a well-equipped, well-maintained, clean, and aesthetically pleasing school environment.

Responsibility: Each student is responsible to respect and help maintain the appearance and cleanliness of the building.

Policy: Acts of vandalism, theft, and abuse of the school buildings and grounds are prohibited.

4. Protection of the Public Safety:

Right: Each student has a right to be safe and secure from physical harm while attending school.

Responsibility: Students have a responsibility to conduct themselves in such a manner as not to pose a threat to the health and safety of other students.

Policy: The infractions listed below, as well as any act that poses a threat to the health and safety of students and/or staff, are strictly forbidden.

5. Alcohol, Tobacco, Electronic Cigarette (Vaping Devices) and Drugs:

Right: Each student has the right to associate with students who are free from the use of alcohol, tobacco, and drugs and not be subjected to those wishing to buy, sell, or use such substances.

Responsibility: Each student has the responsibility to keep his or her mind and body in a sound, healthy condition.

Policy: It is the policy of this school district to maintain a positive, safe, and secure learning and working environment. In striving to attain such an environment, the district takes the position of "no tolerance" for illegal drug/alcohol possession, being under the influence, consumption, sale or distribution in our schools. In addition, the district takes a position of "no tolerance" for assault in our schools. Students are forbidden to be under the influence, knowingly or voluntarily possess, sell, consume, or distribute illegal drugs/drug paraphernalia, tobacco or electronic cigarette (vaping) devices or alcohol on school grounds, in school vehicles, or at school related activities at any site. **The immediate consequence for a first offense for knowingly possessing or consuming from a vaping device shall be a 1-2 day in-school suspension. The suspended student will have an anti-vaping curriculum to re-educate themselves on the dangers of vaping. Should the student complete the curriculum and have a follow up conversation with administration, the suspension may be reduced to no less than 1 day.**

6. Weapons:

No student shall possess a weapon when in the school building, on school grounds, within 300 feet of school property, or on any school-sponsored trip or activity. Members of the district Clay Target League may possess a weapon at the shooting range. "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school trip/activity. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his/her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

"Weapons" are identified in two (2) categories:

A. articles commonly used or designed to inflict bodily harm and/or intimidate other persons. Examples are: firearms, whether loaded or unloaded; knives; clubs; metal knuckles; nunchucks; throwing stars; explosives; stun guns; ammunition; chains; pellet guns; look alike guns; and other non functioning guns that could be used to threaten others;
B. articles designed for other purposes but which are actually used to inflict bodily harm and/or intimidate. Examples include, but are not limited to: belts, combs, pencils, files, scissors, compasses, letter openers, and laser pens. Hunting items in a student's possession on school property will result in ISS.

7. Other Disciplinary Infractions

Suspension Procedures

1. While on suspension, a student may be assigned to the in-school suspension room except when the infraction is serious enough to warrant a mandatory five day out-of-school suspension or when the student's presence in the building poses a threat to the health and safety of the students or staff or to the orderly operation of the school. Students assigned to in-school suspension will request work assignments from their teachers and be allowed to make up missed class assignments and tests receiving credit (please refer to the Attendance Policy regarding unexcused absences for an exception to this rule). All other rules pertaining to conduct in the ISS room are applicable
2. No suspension from school shall be imposed without an informal administrative conference with the student, except where it appears that the student will create an immediate and substantial danger to him or herself or to persons or property around the student.
3. 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 sections 121A.40 to 121A.56, shall be personally served upon the student at or before the time the suspension is to take effect and upon his or her parent or guardian notification by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following the suspension. 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 persons or property around him or her, the written notice shall be served either personally or by mail upon the student and his or her parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.
4. Notwithstanding the provisions of subdivisions 2 & 3, the student may be suspended pending the school board's decision in the expulsion to the extent that suspension may exceed five days.

Exclusion and Expulsion Procedures:

1. No expulsion shall be imposed without a hearing, unless the student and parent or guardian waives the right to a hearing in writing. The school board or its agent shall initiate the action.
2. Written notice of intent to take action shall:
    a. Be served upon the student and his parent or guardian by certified mail;
    b. Contain a complete statement of the facts, a list of the witnesses and a description of their testimony;
    c. State the date, time, and place of the hearing;
    d. Be accompanied by a copy of sections 121A.40 to 121A.56;
    e. Describe alternative educational programs accorded the student in an effort to

avoid the expulsion proceedings; and

f. Inform the student and parent or guardian of the right to:
    i. Have legal counsel at the hearing;
    ii. Examine the student's records before the hearing;
    iii. Present evidence; and
    iv. Confront and cross-examine witnesses.

3. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school board, student, parent or guardian.
4. The hearing shall be at a time and place reasonably convenient to student, parent or guardian.
5. The hearing shall be closed unless the student, parent/guardian requests an open hearing.
6. The student shall have a right to representation of his or her own choosing, including legal counsel; the school board shall advise the student's parent or guardian of available legal assistance.
7. The hearing shall take place before:
    a. An independent hearing officer;
    b. A member of the school board;
    c. A committee of the school board or
    d. The full school board; as determined by the school board.
8. The proceedings of the hearing shall be recorded and preserved, at the expense of the school district, pending ultimate disposition of the action. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths.
9. At a reasonable time prior to the hearing, the student, parent or guardian, or his or her representative, shall be given access to all public school system records pertaining to the student, including any tests or reports upon which the proposed action may be based.
10. The student, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross examine any witness testifying for the public school system.
11. The student, parent or guardian, or his or her representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
12. The student cannot be compelled to testify in the dismissal proceedings.
13. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and be made to the school board within two days of the end of the hearing.
14. The decision by the school board shall be based upon the recommendation of the hearing officer or school board member of committee and shall be rendered at a special meeting within five days after receipt of the recommendation. The decision shall be in writing and the controlling facts found upon which the decision is made shall be stated in sufficient detail to apprise the parties and the commissioner of education of the basis and reason for the decision.

Re-entry Procedures:

1. Re-entry conferences following a suspension are required. The conference shall include the administration, parent or parent(s), student, classroom teacher when possible and any other party deemed appropriate by the principal/designee in charge.
2. A written re-entry contract shall be developed and signed by all parties involved upon re-entry from an out of school suspension. The re-entry contract will serve to detail the conditions for re-entry to school. It must be reasonable in the demands placed upon the student and the school. It shall include:

a. A statement by the student reflecting his or her commitment to follow the rules of conduct.
b. A list of requirements the student must complete upon his or her return to school.
c. A listing of any adjustments in the student's program of studies or school day.
d. A statement by the school citing the resources that will be utilized to assist the student's re-entry.
e. A statement relative to procedures or action to be taken if the agreement between the school and students are broken.
f. One copy of the re-entry contact shall be filed in the student's disciplinary file. One copy shall be given to the student and his or her parent/guardian.
g. A student's failure to abide by the re-entry contract or a portion of it may be interpreted as a violation of contract and may lead to further disciplinary action as provided by the terms of the contract.

PART III: STUDENT BEHAVIOR & PARTICIPATION IN SCHOOL ACTIVITIES

Participation in the co-curricular activities offered by Windom Area High School is a privilege earned through maintaining satisfactory progress toward the school's graduation requirements and demonstrating responsible behavior. The Board of Education believes that students involved in disciplinary infractions resulting in suspension should be denied the right to participate in co-curricular and extra-curricular activities during the period of suspension. Students who participate in extra curricular activities are subject to the MSHSL Code of Conduct and must abide by the rules and regulations contained in the code. Violations of the Code of Conduct will result in suspensions from participation in extracurricular activities.

Local Policy:

Any student placed on suspension for a period of a day(s) or any part of a day(s) (in-school or out-of-school) will not be allowed to practice, participate in, attend, or in any other way take part in a school activity sponsored by Windom Area Middle/High School until the suspension is completed. This rule will apply to ALL activities (athletic, music, club, organizations, dances, etc.) sponsored by Windom Area Middle/High School.

Discipline of Special Education Students:

Generally speaking, this discipline code applies to all students of Windom Area Middle/High School. However, a suspension or expulsion of a special education student may be construed as a change of the student's Individualized Educational Plan (I.E.P.) and may not occur without a team meeting.

The team shall:

(a) Consistent with federal law governing days of removal and section 121A.46 of the MN Pupil Fair Dismissal Act, school personnel may suspend a child with a disability. When a child with a disability has been suspended for more than ten consecutive school days or ten cumulative school days in the same school year,

and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program 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 individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.;
(b) A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during that dismissal period. The notice requirements under section 121A.46 of the MN Pupil Fair Dismissal Act do not apply to a dismissal of one day or less.
(c) A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.
(d) Before initiating an expulsion or exclusion under sections 121A.40 to 121A.56 of the MN Pupil Fair Dismissal Act, the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under sections 121A.40 to 121A.56 for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

Drug and Alcohol Offenses

No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, inhalants, or any other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. &812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15, or tobacco or electronic cigarette (vaping) devices, before, during, or after school hours at school or in any other school district location as defined below.

"School district location" means in any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicles used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

A student who violates the terms of this policy will be subject to disciplinary action in accordance with the school district's discipline policy.

Harassment and Violence Policy

I. General Statement of Policy

It is the policy of Independent School District No. 177 (the "School District") to maintain a learning and working relationship that is free from religious, racial or sexual harassment and violence. The School District prohibits any form of religious, racial or sexual harassment and violence.

It shall be a violation of this policy for any student, teacher, administrator or other school personnel of the School District to harass a student, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel includes: school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the District.)

It shall be a violation of this policy for any student, teacher, administrator or other school personnel of the School District to inflict, threat to inflict, or attempt to inflict religious, racial or sexual violence upon any student, teacher, administrator or other school personnel.
The School District will act to investigate all complaints, formal or informal, verbal or written, of religious, racial or sexual harassment, or violence, and to discipline or take appropriate action against any student, teacher, administrator or other school personnel who is found to have violated this policy.

Any student found to be in violation of the religious, racial, sexual harassment or violence policy listed below will be subject to discipline including, but not limited to, parent phone call, in school suspension, out of school suspension and a behavior improvement plan as outlined in the table above.

II. Religious, Racial and Sexual Harassment and Violence Defined

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

a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or

b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may include but is not limited to:

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

f. unwelcome behavior or words directed at an individual because of gender.

2. Racial Harassment Definition: Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

a. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
b. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
c. otherwise adversely affects an individual's employment or academic opportunities.

3. Religious Harassment Definition: Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

a. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
b. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
c. otherwise adversely affects an individual's employment or academic opportunities.

4. Sexual Violence Definition: Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

Sexual violence may include, but is not limited to:

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

5. Racial Violence Definition: Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

6. Religious Violence Definition: Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

7. Assault Definition:

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

III. Reporting Procedures

Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a student, teacher, administrator or other school personnel of the School District, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a student, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate School District official designated by this policy. The School District encourages any reports to be filed using the To Report Bullying Form on the Safe and Supportive Schools link on the school website.

For more information regarding this policy refer to the School District policy manual on the school website. Policy #413 Harassment & Violence.

Bullying Prohibition

See Appendix "A"

Hazing Prohibition

Hazing is an act against a student or coercing a student into committing an act that creates a risk of harm to a person including but not limited to physical brutality, initiation into an unauthorized organization, acts which are demeaning in nature, and activities promoting disrespect for school or community. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. In accordance with Windom School District policy #526 Hazing Prohibition, students guilty of this activity will be dealt with in accordance with school policy.

For more information regarding this policy refer to District Policy Manual on school website policy #526 Hazing Prohibition

Technology Policy

For more information regarding this policy refer to District Policy Manual on the School website Policy #524 or view the Eagle Pride matrix online.

Using the computers/Chromebooks and the internet is a privilege. Violation of the rules will result in loss of computer and internet use. Consequences for inappropriate use of technology will be at the discretion of the administration.

Students and parents/guardians must sign an agreement to these terms prior to using the computers.

1. Equipment and software must be used appropriately. Hardware and software needs to be left the way it was found. If a student finds a computer/Chromebook altered in any way, they should notify the teacher/supervisor immediately.
2. Food and beverages are not allowed in the computer labs.
3. Computers/Chromebooks are to be used for educational purposes; therefore, games; chat lines and chat rooms; inappropriate messages or graphics; and changing passwords, settings, or folder names are not an appropriate use.
4. Proxy sites are not to be used at any time.

Web access is available to students. However, any use of the school's technology resources which are unlawful, failure to follow school board policy and student handbook guidelines, or failure to adhere to local and state statutes can result in discipline, fines, restitution, and referral to outside agencies.

BYOD for college courses policy

Grievance Procedures:
Student complaints and grievances shall be resolved through orderly processes and at the lowest possible level. If a student feels he or she has not been dealt with fairly under the provisions of this code, the student may grieve the matter through the following process:

1. The opportunity shall be provided to any student and his/her parent/guardian to discuss with the teacher (or principal/designee if the difficulty is with the principal/designee) a decision or situation which he or she considers unfair.
2. If the matter remains unresolved, the student and his/her parent/guardian may request the assistance of the classroom teacher or another teacher of the student's choice. That person should strive to resolve the problem within three school days.
3. If the matter remains unresolved, the student, his/her parent/guardian, or the teacher may bring the matter to the principal's/designee's attention for their consideration and action. If the original difficulty were with the principal/designee, it would be taken directly to the superintendent; the principal/designee or superintendent should strive to resolve the problem in one week.
4. If the matter is still unresolved, it may be brought by any of the concerned parties to the superintendent for their consideration; the superintendent shall deal with the matter within a reasonable period of time, not to exceed one week.
5. Complaints that remain unresolved following any action of the superintendent may be referred in writing to the Board of Education, to be considered at the next meeting of the Board.

Grades/Honor Roll

Grading System

Windom Area Schools are focused on academic standards that will challenge students to excel beyond their own expectations. Grades communicate student achievement at a point in time. An academic grade based on course content aligned with local and Minnesota Academic State Standards will be communicated at the conclusion of each nine-week period for each subject taken. College courses will be graded as required by the college. The academic grade will be a measure of student growth toward the mastery of standards in that subject. Separate grades for each subject will also be reported that will encompass behaviors related to respect and responsibility such as effort, participation, attendance, and timeliness of homework. Additional comments may also be included on the report card. Although teachers have different styles of grading, grades for the student's report card may follow a scale similar to this:

Student academic grades will be calculated using the following scale:

- 93-100: A = 4.0
- 90-92: A- = 3.5 - 3.99
- 87-89: B+ = 3.25 - 3.49
- 83-86: B = 3.0 - 3.24
- 80-82: B- = 2.5 - 2.99
- 77-79: C+ = 2.25 - 2.49
- 73-76: C = 2.0 - 2.24
- 70-72: C- = 1.5 - 1.99
- 67-69: D+ = 1.25 - 1.49
- 63-66: D = 1.0 - 1.24
- 60-62: D- = .5 - .99
- 50-59: F (Fail)

Changes in Registration
Changes to schedules need to be completed within two weeks of the first day of classes for the semester. College course changes fall under the guidelines of each institution.

Student academic grades are calculated for each term using the following breakdown:

Semester 1

Quarter 1 (50% of Semester 1 Grade):

Academic Grade = 80%

Engagement Grade = 20%

Quarter 2 (50% of Semester 1 Grade):

Academic Grade = 80%

Engagement Grade = 20%

Semester 1 Total:

Academic Grade = 80%

Engagement Grade = 20%

Total_____=100%

Semester 2

Quarter 3 (50% of Semester 2 Grade):

Academic Grade = 80%

Engagement Grade = 20%

Quarter 4 (50% of Semester 2 Grade):

Academic Grade = 80%

Engagement Grade = 20%

Semester 2 Total:

Academic Grade = 80%

Engagement Grade = 20%

Total_____=100%

Employability skills such as attendance, collaboration, respect, responsibility, timeliness, completing work on time & engagement in class are skills that Windom Area Middle and High School students must practice in order to graduate with the skills needed to have success in the 21st century employment climate. To aid students in these areas, and to provide meaningful feedback, an engagement grade will make up 20% of each student's semester grade. This will help comprise the overall academic grade for a student. Teachers will utilize the following rubric to help provide feedback to students in this category.

College classes are always weighted ⅓ higher - example: A student in College Biology who earned a 85% B - 3.0, this would be weighted as a 88% B+ - 3.33 in our grading system. The teacher puts the 85% B in the grading system, the system automatically bumps the grade ⅓ higher for the HS transcript.

Honor Roll

To be eligible for the 'A' or 'B' semester honor roll, students must have the minimum G.P.A. (Grade Point Average) as listed below with at least five (5) subjects carrying letter grades (A-F). All subjects for which letter grades (A-F) are given are included in the determination of honor roll eligibility.

G.P.A. required for 'A' Honor Roll—
G.P.A. of 3.5 to 4.00

G.P.A. required for 'B' Honor Roll—
G.P.A. of 3.00 to 3.49

Academic Excellence
Academic Excellence graduates must have a cumulative GPA of 3.00 or above (starting with grade 9 through Semester 1 of the student's 12th grade year)

Honor Graduates
Honor graduates must have a cumulative GPA of 3.33 or above (starting with grade 9 through Semester 1 of the student's 12th grade year).

Highest Honor Graduates
Honor graduates must have a cumulative GPA of 3.67 or above (starting with grade 9 through Semester 1 of the student's 12th grade year). No valedictorian or salutatorian will be named.

Work Release/Open Campus/Honor Pass Lunch Privilege
QUALIFICATIONS: Any student in grades 11 & 12 who is 16+ & who is not failing a course or currently on the missing assignment list for one week or greater.

RULES:
1. **May leave during lunch period or Principal's Hour only.**
2. **Must exit through the new gym foyer only for open campus lunch.**
3. **Must present a pass to staff when asked to do so.**

4. **Any student serving detention, having an unexcused absence, or having in excess of 3 unexcused tardies to any one class period may lose their Honor Pass for the quarter.**
5. **Irresponsible driving, loitering or any other behavior issues will result in loss of privileges for a time to be designated by administration.**

Open Lunch/ Principal's Hour/Work Release form

Student of the Week

Open to all students in grades 5-12. Each week two students will be selected from the Middle School (gr. 5-8) and High School (gr. 9-12). Student of the week criteria is up to the department, but things considered include: attitude, aptitude, cooperation, enthusiasm and dedication.

Graduation Requirements

Class of 2027:

Graduating students must earn 26 credits in gr. 9-12 to earn a diploma from Windom Area High School. Credits shall include:

(1) Four (4) credits in English. Included in these credits are English 9, English 10, English 11, English 12

(2) Four (4) credits in Social Studies. Included in these credits are Social 9, Social 10, Social 11, Social 12

(3) Three (3) credits in Mathematics: Basic-Int. Algebra, Geometry, Advanced Algebra

(4) Three (3) credits in Science: Earth & Space Science 9, Biology, Chemistry or Physics

(5) One (1) credit in Health and Physical Education

(6) One (1) credit in Arts: Music, Visual Arts or Media Arts

(7) One-half (1/2) credit in Computers/Careers or Ag Pathways

(8) One-half (1/2) credit in Personal Finance

(9) Nine (9) credits in Electives

Complete Eagle Achievement Project

Successfully complete a nationally normed exam.

Students completing the requirements above, and who are in good standing are eligible to participate in the graduation commencement ceremony. Students may be denied the privilege of participating in the commencement ceremony at administrative discretion related to events that may cause the student to not be in good standing at the time of graduation.

Class of 2028:

Graduating students must earn 25 credits in gr. 9-12 to earn a diploma from Windom Area High School. Credits shall include:

(1) Four (4) credits in English. Included in these credits are English 9, English 10, English 11, English 12

(2) Four (4) credits in Social Studies. Included in these credits are Social 9, Social 10, Social 11, Social 12

(3) Three (3) credits in Mathematics: Basic-Int. Algebra, Geometry, Advanced Algebra

(4) Three (3) credits in Science: Earth & Space Science 9, Biology, Chemistry or Physics

(5) One (1) credit in Health and Physical Education
(6) One (1) credit in Arts: Music, Visual Arts or Media Arts
(7) One-half (1/2) credit in Computers/Careers or Ag Pathways
(8) One-half (1/2) credit in Personal Finance
(9) Eight (8) credits in Electives
Complete Eagle Achievement Project
Successfully complete a nationally normed exam.

Students completing the requirements above, and who are in good standing are eligible to participate in the graduation commencement ceremony. Students may be denied the privilege of participating in the commencement ceremony at administrative discretion related to events that may cause the student to not be in good standing at the time of graduation.

Class of 2029, Class of 2030 and onward:

Graduating students must earn 24 credits in gr. 9-12 to earn a diploma from Windom Area High School. Credits shall include:

(1) Four (4) credits in English. Included in these credits are English 9, English 10, English 11, English 12
(2) Four (4) credits in Social Studies. Included in these credits are Social 9, Social 10, Social 11, Social 12
(3) Three (3) credits in Mathematics: Basic-Int. Algebra, Geometry, Advanced Algebra
(4) Three (3) credits in Science: Earth & Space Science 9, Biology, Chemistry or Physics
(5) One (1) credit in Health and Physical Education
(6) One (1) credit in Arts: Music, Visual Arts or Media Arts
(7) One-half (1/2) credit in Computers/Careers or Ag Pathways
(8) One-half (1/2) credit in Personal Finance
(9) Seven (7) credits in Electives
Complete Eagle Achievement Project
Successfully complete a nationally normed exam.

Students completing the requirements above, and who are in good standing are eligible to participate in the graduation commencement ceremony. Students may be denied the privilege of participating in the commencement ceremony at administrative discretion related to events that may cause the student to not be in good standing at the time of graduation.

Incompletes

If a student is absent, he/she is given two days for each day absent in order to complete work that was missed. If the absence occurs near the end of the quarter/semester, the student may receive a grade of "Incomplete" on their report card. The grade of "incomplete" indicates a student has two weeks from the end of the grading period in order to complete required work. In cases of extended illness, the student may be given more time to complete the required work. Teachers are expected to change the "Incomplete" to a letter grade within two weeks of the end of the marking period.

** Students who are failing a class, or have incomplete(s), must be referred to participate in the Extended Learning Period and/or Study Table.

Transfers and Withdrawals
It is the intent of this administration and faculty to give each student the best possible education we can. In order for that to occur, students must be in school on a very regular basis and participate in the activities of the individual classes on a satisfactory basis. However, in a few instances, Windom Middle High School may not be the most appropriate setting for a student's education; therefore, the student or the guidance office may request for a transfer/withdrawal from our school.

Withdrawing from a College Course offered at Windom Area Schools
When students drop a college class they will receive a "W" (Withdrawal) on their high school and college transcript. The drop period is from day one of class until the official drop date given by the college.

Windom Middle/High School Academic Eligibility Policy
Our primary focus at Windom Middle/High School is the academic progress of each student. Because of this, an academic eligibility requirement has been established to promote student academic responsibility.

Academic Eligibility
The criteria for academic eligibility is to maintain a passing grade throughout each quarter of the school year. Students who do not sustain the criteria for academic eligibility will be placed on the Ineligibility List. The Ineligibility List will be generated on the following dates and start the Wednesday immediately following:

- September 22nd - Probationary - Must attend Eagle Elevation/seek help from teachers
- October 13th - Ineligible if grade remains at a Fail - must have an appeals form signed in order to participate
- November 3rd (End Qtr 1) - Ineligible for any failing grade, must have an appeals form signed in order to participate
- November 24th - Probationary - Must Attend Eagle Elevation/Seek Help from Teachers
- December 15th - Ineligible if grade remains at a Fail - must have an appeals form signed in order to participate
- January 19th (End Qtr 2, Semester 1)- Ineligible for any failing grade, must have an appeals form signed in order to participate***UPDATED DATE DUE TO SNOW DAY***
- February 9th - Probationary - Must attend Eagle Elevation/seek help from teachers
- March 2nd - Ineligible if grade remains at a Fail - must have an appeals form signed in order to participate
- March 30th (End Qtr 3) - Ineligible for any failing grade, must have an appeals form signed in order to participate
- April 20th - Probationary - Must attend Eagle Elevation/seek help from teachers
- May 11th - Ineligible if grade remains at a Fail - must have an appeals form signed in order to participate
- June 1st (End Qtr 4, Semester 2) - Ineligible for any failing grade, must complete summer credit recovery in order to have full eligibility at the start of the following school year.
- Ineligibility runs from the dates listed above until the next list is run. Within each period an appeals form must be completed in order to maintain eligibility.

Should a student be placed on the Ineligibility List due to academic failure/insufficient progress, she/he will be ineligible based on the guidelines outlined above. Students placed on the Ineligibility List may be removed from ineligibility if a teacher determines the student is making satisfactory academic progress towards a passing grade and the teacher signs the appeals form. A form to verify a student has made satisfactory progress is available in the office. It is the responsibility of the student to have the form completed and present the form to their coach when completed and fully eligible. It is the responsibility of the teacher to communicate any failures to students in a proactive manner. Passing grades may not be overridden to failing grades. Should a student complete credit recovery summer school they will be removed from the ineligibility list and be fully eligible during the subsequent season. While the student is on the Ineligibility List, she/he is not allowed to compete in the activities listed below. The school's ineligibility policy applies to all school activities and events listed below. The ineligibility list shall be pulled from Infinite Campus and any student failing a class at the time of the list being populated will be determined to be ineligible.

Academic eligibility probation Students failing an entire semester or quarter for which they no longer have that course have the opportunity to meet with the high school counselor, activities director and high school principal to discuss the possibility of academic eligibility probation. The high school counselor, activities director and high school principal may meet with a student and discuss terms and expectations for academic probation. Should the student fall short of the expectations laid out in the probationary agreement, they will serve their ineligibility period for one (1) week or one (1) contest whichever is greater.

Category I

Baseball
Basketball, B/G
Cross Country, B/G
Fastpitch Softball
Football
Golf, B/G
Gymnastics
Hockey, B/G
Soccer
Speech
Track, B/G
Volleyball
Wrestling

Category II

Class Trips/Activities/Field Trips*
Clay Target League
Clubs*
FFA*
Knowledge Bowl
Musical*
National Honors Society
Robotics*
Winter Play*
Cheerleading*

*These activities follow the guidelines of the MSHSL, but are not governed by them, thus their penalties do not satisfy the violations of the league. In all situations the punishment can be more than the expectations laid out by the MSHSL, but cannot be less.

1. Students ineligible due to academic failures may be allowed to practice but may not compete or perform. Ineligible students are not allowed to travel with the team.

2. If a student's academic performance is affected by insufficient time being applied to coursework and assignments, students may not be allowed to practice if the teacher, coach/advisor, principal, and/or activities director feel that the student needs to use the practice and or competition time to make up work. If deemed necessary, a parent conference will be held either in person or by telephone to agree on action to be taken.

3. Receiving an incomplete does not make a student ineligible. Teachers and Administration may assign a student an incomplete grade.

The Activities Director will monitor academic eligibility of student participation and will coordinate policy administration with coaches and advisors.

Academic Honesty & Integrity

AI Policy (Implemented Spring 2025)

Academic dishonesty includes, but is not limited to:

- **Plagiarism**: Presenting someone else's work, ideas, or words as your own without proper citation.
- **Cheating**: Using unauthorized materials or receiving unauthorized help during tests, quizzes, or assignments.
- **Fabrication**: Falsifying data, information, or citations in academic assignments.
- **Facilitating dishonesty**: Helping another student commit any form of academic dishonesty.
- **Unauthorized collaboration**: Working with others on an assignment when individual work is required.

Student Responsibilities

- Complete all academic work with honesty and integrity.
- Ask teachers for clarification if unsure whether collaboration or certain resources are permitted.
- Report any observed academic dishonesty to a staff member.
- Properly cite all sources when conducting research or using others' work.

Teacher Responsibilities

- Clearly communicate expectations regarding academic integrity for each assignment.
- Provide guidance on proper citation and research methods.
- Monitor student work for potential dishonesty and address concerns appropriately.

- Report violations to the administration according to school procedures.

Consequences of Academic Dishonesty

Consequences for violations may include, but are not limited to:

1. **First Offense**:
    - Conference with teacher, Parent/guardian notified, Possible loss of credit on the assignment (teacher discretion), Written reflection by student
2. **Second Offense**:
    - Office referral, Parent/guardian meeting with administration, Grade of zero on the assignment, Disciplinary action (e.g., detention or academic probation)
3. **Third or Severe Offense**:
    - Possible suspension, Permanent record notation (in serious cases), Loss of eligibility for honors, awards, or leadership positions

Appeals Process

Students have the right to appeal any disciplinary action related to academic honesty by submitting a written request (via email) to the principal within 5 school days of the decision.

This policy was adapted with assistance from OpenAI's ChatGPT.

OpenAI. *ChatGPT*, 5 June 2025, https://chat.openai.com. Accessed [5 June 2025].

Medication/Drugs

Health Office

Student Medication Policy

I. Purpose

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

II. General Statement of Policy

The school district acknowledges that some students may require prescribed medication during the school day to function as near to their potential as possible. The school district's licensed school nurse or school staff member, who has been trained to administer medications under the supervision of the licensed school nurse, will administer the prescribed medications in accordance with law and school district procedures.

III. Requirements

A. Prescription and over-the-counter medications require a signed authorization from the student's parent or guardian which requests school staff to administer medications to the student. Acetaminophen & Ibuprofen- and over-the-counter medication authorization form signed by a parent/guardian is required. Medication will be given per the directions on the bottle. An alternate dose can be given only after a physician's order has been submitted. Grades K-5 over-the-counter medications must be kept in the health office and administered by trained staff. Students in grades 6-12 may carry their own, but a signed parent consent and student agreement must be signed and on file.

B. Both prescription and over-the-counter medications require a signed, written order from a health care professional that is licensed to prescribe medication. The order must indicate the student's name, date of authorization, the name of the medication, the dose to be given, the time to be given, how it is to be given, special instructions pertinent to the child or medication, duration of need for medication to be given at school and possible side effects or adverse reactions to the medication.

C. Over-the-counter cough drops may be used by students to suppress non-productive coughs. The child's teacher will manage cough drop usage. Physician's orders are not required but parental authorization for use of cough drops is appreciated.

D. Prescription medication must be brought to school by the parent or guardian in the current container appropriately labeled for the student by the pharmacy or physician in accordance with law. The following information must be on the label: child's full name, name and dosage of medication, time and directions for administration, physician's name, date that the prescription was filled. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance. A physician's order and a written parent/guardian authorization are required to give prescription medication at school. Please note the directions on the medication bottle must match the order. The pharmacy will split medications into two bottles upon request if needed.

E. Only the amount of prescription medication that is needed to be taken during school should be brought to school. If any medication remains, it must be picked up by the guardian or destroyed by school staff at the end of the school year. Prescription medication will not be sent home with a student.

F. Prescription medications are not to be carried by the student. Prescription medications shall be left with the appropriate school district personnel and will be kept in a locked drawer, cabinet or refrigerator, except as noted in a written agreement between the school district and the parent/guardian or as specified in an IEP (individual education plan), Sec. 504 Plan or IHP (individual health plan).

G. Prescription medication will be taken by the student, under the supervision of authorized school personnel, at the designated time in a manner consistent with the prescribed instructions on the label.

H. Students may be allowed to possess and use inhalers prescribed for asthma or reactive airway disease. Requirements which must be met prior to a student being given permission to carry and self-medicate with asthma medication in school:

1. The parent/guardian has not requested that school personnel administer the student's Asthma Medication.
2. The school nurse receives annual written authorization from the student's parent/guardian for the student to self-administer their asthma medication.
3. An appropriate asthma action plan is developed annually and revised as needed.
4. The inhaler is properly labeled for the student.
5. The school nurse has assessed the student's knowledge and skills to safely possess and use his/her inhaler in a school setting and has entered a plan to implement safe possession and use of the inhaler into the student's school health record.
6. A contract between the student, parent/guardian and school nurse has been signed to indicate agreement with conditions 1-5.
7. Inhalers- An Asthma Action plan completed by the physician must be on file and updated annually.

I. New written physician's orders and written guardian's requests for administration of prescription medication are required at the beginning of each school year. The school nurse must have immediate written notification from the guardian of any change in the student's medication or if the medication is no longer required. For medication dosage or time of administration changes, the school nurse must receive written notification from the physician. A new container labeled with new pharmacy instructions shall be required for each change.

J. Epi-Pens- Each building does stock epi-pens for emergencies. Students requiring an epi-pen for a life-threatening allergy will need an Allergy Action Plan completed by a physician on file and updated annually.

K. The school nurse shall be responsible for supervising the recording of every dose of medication given. Records of medications taken by students along with their physician's order and parental/guardian authorization will be kept in the student health file or cumulative folder.

L. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with the licensed school nurse. The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

M. Special health treatments such as, but not limited to, catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine but do require the same written physician's order and guardian's authorization.

N. The provisions of this policy do not apply to medications:

- that are administered by the student's parent or guardian;
- that are used off school grounds except for those needed during a one-day school field trip;
- that are used in connection with athletics or extracurricular activities;

- that is used in connection with activities that occur before or after the regular school day.

Mood Altering Chemicals
The Minnesota State High School League eligibility requirements will be in effect for all extra-curricular activities, athletics, band, choir, dramatics, F.F.A., etc. Listed below are the disciplinary actions for students in activities who are in violation of the MSHSL (Minnesota State High School League) and WAHS rules and regulations regarding mood altering chemicals. Please see the activities director if you have questions.

District Policy 419 Tobacco-Free Environment
Policy 418 Drug Free Workplace/Drug Free School

Student Services/Activities

Activities
Athletics, publications, music, dramatics, and clubs provide a varied program for interested students. A student becomes a part of his school by participating in these activities. A student should choose his/her activities wisely and give their best to those they choose. Some of the activities listed should appeal to every student. In case you are in doubt about any activity, see your counselor for advice.

*These activities follow the guidelines of the MSHSL, but are not governed by them, thus their penalties do not satisfy the violations of the league. In all situations the punishment can be more than the expectations laid out by the MSHSL, but cannot be less.

Category I Activities:
(Includes all athletics, cheerleading, & speech.)

A. Rule

During the school year or during the season of practice, play, or rehearsal, regardless of the quantity, a student shall not use a beverage containing alcohol; possess or consume from a vaping device, use tobacco; or use or consume, have in possession, buy, sell, or give away marijuana or any substance defined by law as a drug. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

B. Penalties

1. First Violation
   Penalty: After confirmation of the 1st violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks or 14 calendar days of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
2. Second Violation
   Penalty: After confirmation of the 2nd violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests or 3 weeks, 21 calendar days, whichever is greater, in which the student is a participant. No exception is permitted for a student who becomes a participant in a treatment program.

3. Third & Subsequent Violations Penalty:
   a) After confirmation of the third or subsequent violation, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests in which the student is a participant or four (4) weeks, whichever is greater.
   b) If after the third or subsequent violation, the student on his/her violation becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Such certification must be issued by the director or a counselor of a chemical dependency treatment center.
4. Accumulative Penalties: Penalties shall be accumulative beginning with the student's first participation in a League activity and continuing through the student's high school career.
5. Denial Disqualification: A student shall be disqualified from all interscholastic athletics for nine (9) additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule is allowed to participate and then is subsequently found guilty of the violation.

Category II Activities

(All other extra-curricular activities not included in Category I.)

A. First Violation
   Ineligible to participate for a period of two (2) weeks. This two (2) week period must include at least one (1) activity not included in Category I.
B. Second Violation
   Ineligible to participate for a period of six (6) weeks. This six (6) week period must include at least one (1) event not included in Category I.
C. Third and Subsequent Violations
   Ineligible to participate for a period of twelve (12) weeks. This twelve (12) week period must include at least two (2) events not included in Category I.

Code of Conduct

All students who participate in activities are subject to the MSHSL code of conduct as found in the activity participation bylaws and agreed to annually in the pre-activity paperwork. Students who are found to be in violation of the code of conduct may be subject to school disciplinary action.

Activity Attendance

Students who wish to participate in school activities must, on the day of the activity, be in school by 11:30am in order to be eligible to participate in practices, rehearsals, games, concerts, etc. Students who fall ill during the school day and leave school are not eligible to participate in extracurricular activities that day. This rule applies to all areas of the activities program -- music, athletics, and plays. Any special circumstances such as previously scheduled appointments must be approved by the AD/principal. The AD will supervise coaches and advisors monitoring student attendance/participation in activities. Attendance in school the day after an event is expected.

Student Clubs and Organizations

Students that desire to form a Windom Area Schools club or organization shall meet with the building principal to seek approval, receive approval from a Windom Area Schools staff member to supervise the

club/organization, develop bylaws for the club/organization, and present the bylaws to the Windom Area Schools board of education for approval.

Honor Societies

Windom Schools encourages the acknowledgement of student accomplishments through the recognition of Honor Societies. To maintain a uniform guideline for acceptable honor societies, the following procedures and specifications shall be followed:

- Any proposed honor society must be affiliated with Windom Schools. Examples include Windom National Honor Society & Windom Robotics Honor Society.
- Any proposed honor society must have a Windom Schools approved advisor.
- Any proposed honor society must have an advisory process for selecting members.
- Any proposed honor society must establish and maintain standards of acceptance for membership.
- Any proposed honor society applicant shall maintain a GPA of 3.0.
- Any proposed honor society must be open to juniors & seniors, or sophomores who have a GPA of 3.5 and complete a public service component.
- Any proposed candidate must have a clean record from major code of conduct violations.

Any proposed honor society must first meet with the Windom Area High School Principal to discuss the application and receive initial approval. Initial approval qualifies the application to seek school board approval.

Graduation Dress Guidelines

To maintain a consistent look of uniformity among all graduating seniors, Windom Area Schools has established the following guidance for dress and decorum at the commencement ceremony:

- Cords/stoles which are school affiliated (NHS, Robotics Honor Society, Honor Grad) are the only approved cords which may be worn over the graduation gown
- Pins & patches are not to be used to fasten anything to the cap &/or gown
- Semi-Formal under gown - dress will be addressed in school prior to graduation
- No adornments to cap and/or gown
- Graduate will process on their own unless assistance is necessary due to a medical condition
- Students failing to adhere to these guidelines may be asked to sit out of commencement

Announcements

Announcements will be emailed to staff and students by 9:45 AM. They will also be posted on the Windom Schools' website: https://www.windom.k12.mn.us/. Special announcements/changes in schedule will be read over the intercom.

Class Advisors

These are staff members who are appointed to supervise, administer and guide all activities, which are undertaken by the class as a whole. The class advisor sponsors and supervises class elections, activities, social functions, and the financial support of these activities. The purpose of these activities is to teach students how to work together democratically. They are also there to advise on other phases of citizenship training.

Student Services

Students are encouraged to use the Student Services office for guidance. **Students are encouraged to send a Google Calendar invite and have the meeting accepted, or an email that is replied to, in order to leave class.** The counselor's availability does change daily; however, if you would like to talk to a counselor, social worker, nurse or school psychologist, please make an appointment via Google Calendar. Student Services staff

is available to discuss personal matters on a confidential basis or just seek information on class scheduling, occupational information, etc.

Lockers/Padlocks
One padlock for each locker in the middle high school will be provided by the school district on a student's first day of school. These padlocks must be returned to the school district on their last day of school. If a padlock is lost or broken during their enrollment, the student will be responsible for paying $15.00 to have it replaced. ONLY SCHOOL ISSUED PADLOCKS MAY BE USED. ALL OTHER PADLOCKS WILL BE REMOVED UNLESS APPROVED BY ADMINISTRATION.

It is the policy of the state of Minnesota that:
"School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials." During the course of the school year, a canine unit may be requested to search the school property including lockers, storage areas, and the parking lot without advanced notice.

Students will be responsible for keeping their personal possessions locked in their lockers at all times when they are not needed for class. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

Students are each assigned one locker and may only use one locker throughout the school year. This does not include gym lockers.

Lost and Found
Please report all lost and found articles to the high school office.

Media Center
The media center/computer lab will be used for Principal's Hour as well as as a place for students completing online courses through Edmentum. Teachers assistants may also be utilizing space in the media center. Students are encouraged to use the library and its computers for schoolwork. Rules for library use will be posted. Become familiar with the rules and use your library accordingly.

School Dances/Parties
School dances are primarily for the students currently enrolled at Windom Middle/High School. All guests must be in the same age group and accompanied by a student currently enrolled in Windom Middle High School. The same rules of conduct shall apply to all students and guests alike.

All dances are set up through Student Senate or other school organizations with Administrative/Activities Director's approval. A law enforcement officer will be available/present at all dances. Students must complete a School Dance Guest Request form and submit it to the office prior to the end of the school day the day before the dance.The link to the form: School Dance Guest Request Form

Prom

The link to the form: School Prom Guest Request Form.

Homecoming/Winterfest

Students may participate in Homecoming/Winterfest activities as planned by the school. Any student may be withheld from activities should their presence be determined to negatively influence the positive participation of the other participants. Administration retains discretion in determining eligibility for participation in activities, including royal courts. Students may be stripped of titles won (i.e. Homecoming (King/Queen) for violations of school policy.

Miscellaneous

Arriving at School before 7:45

We ask students to arrive at 7:45 or after for the school day. Students arriving at school before 7:45 a.m. that are not working with their teacher are asked to go to their lockers and then report to the commons areas or another supervised area.

Directory Information

Directory information means information contained in an education record of a student which would not generally be considered harmful, or an invasion of privacy is disclosed. It includes, but is not limited to: the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e. full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include personally identifiable data, which references religion, race, color, social position or nationality. Such information is public and by law must be released upon request that Directory Information not be released on their child by requesting in writing. Persons having questions regarding records may contact the building Principal or Counselor.

A parent whose child received special education services under P.L. 94-142 may request that records be destroyed when they are no longer needed to provide educational services to their child. (NOTE: parents or students may find that these records are needed for social security benefits or other purposes at a later date).

Parents, Please Read:

Occasionally students' photos will be used in connection with the Windom Area Schools. If you would prefer your child's photo not be used, you must submit a request in writing before October 1st to: Windom Area Schools, PO Box 177, Windom, Minnesota 56101. You can also email the principal with your request.

Persons having questions regarding records may contact any of the principals or school counselors. **Here is the notification of rights under FERPA.**

Electronic Devices/Cell Phone/Ear Bud/Nuisance Items Usage Policy
Students in grades 5, 6, 7 & 8 are required to keep cellular phones/smart watches silenced in their lockers throughout the school day (AWAY FOR THE DAY.) Cell phones/smart watches are not permitted in classrooms for students in grades 5, 6, 7 & 8. Violations to the middle school cell phone policy are as follows:

1) Phone/watch brought to office, student gets back at end of the day
2) Phone/watch brought to office, parent must pick up
3) Phone/watch brought to office, parent must pick up, student no longer permitted to bring cell phone/smart watch to school

Students in grades 9-12 may use electronic devices (iPads, iPods, Cell Phones, etc…) at lockers during passing time, and during lunch. Electronic devices (iPads, iPods, Cell Phones, etc…) are prohibited from the classroom. Electronic devices including cell phones and headphones must be kept in lockers throughout each class period. Headphones/earbuds may only be used in a class at teacher discretion and may only be connected to Chromebooks. All electronic devices must be kept silent throughout the school day. Staff reserves the right to collect nuisance items from students that are disruptive to the learning environment at any time throughout the school day. Inappropriate use of cell phones, earbuds, personal audio devices, cameras or video cameras includes, but is not limited to: use during instructional class time; improper use in the Media Center; sending harassing messages/calls to other students or staff; and taking pictures/video without consent or knowledge of the parties involved. The school district reserves the ability to have a student check their electronic devices into the office and return at the end of the school day, or to ask the student, after parent communication, to leave their electronic devices at home.

Students in grades 9-12 who violate the guidelines above will be subject to the following disciplinary actions:

1) Phone/watch brought to office, student gets back at end of the day
2) Phone/watch brought to office, parent must pick up
3) Phone/watch brought to office, parent must pick up, student no longer permitted to bring cell phone/smart watch to school

BYOD for college courses policy

Taking pictures/videos in bathrooms and locker rooms is prohibited by Minnesota Law
Students in violation of Minnesota Law shall receive school disciplinary action and referral to local law enforcement. Electronic devices including Chromebooks and cell phones are not allowed in the locker room or bathroom areas. **ISD 177 is not responsible for any lost, stolen, or damaged technology devices.**

Crisis Management Plan

5 Fire drills, 5 emergency lockdown drills and 1 tornado drill will be conducted annually. These emergency preparedness drills are required by law for the safety and protection of all students and staff. Emergency preparedness plans will be communicated to students by staff during the school year. Parents will be notified of any active shooter drills and given the opportunity to opt students out via communication with the school with 24 hours of notice prior to the drill. Mental health services will be available to any students seeking support following each drill.

Notification of Pesticide Application

Notification of the pesticide application schedule will be published in the District Newsletter annually. Any questions regarding this should be directed to the Director of Building and Grounds.

Hallway Passing During Class

Students wishing to speak with any adult in the building need to send a Google Calendar invite and have that invite accepted, or send an email and receive a reply indicating availability in order to leave a classroom, or receive a paper pass. Students must sign out of the classroom they are leaving and sign back in upon re-entry. Students leaving for the restroom/any passing during class should have the hall pass from the teacher they are leaving from.

Pledge of Allegiance

Since the 2003/04 school year, all public and charter school students shall recite the Pledge of Allegiance to the United States of America one or more times each week. The recitation shall be conducted in one of two ways:

1. by each individual classroom teacher or the teacher's surrogate
2. over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

Visiting children and students

Students that have out of town friends and relatives visiting school must fill out a guest approval form 24 hours in advance of the visit. Students who are not registered at Windom Area Middle High School may not be permitted to be in the school before, during or after school unless they have official business. If a student has official business, it is recommended they call the school for an appointment prior to that day. All visitors must sign in at the office and wear a visitor's badge while in the building. If a student is in school without official business they will be warned, the policy will be explained to them, and subsequently asked to leave the building. The second time the student is in the building without official business, law enforcement may be called. Parents may eat lunch with their student one time per week but must sign into the office to do so. Parents who wish to visit a classroom must have administrative and teacher approval prior to the visit. Administration reserves the right to deny any parent this privilege at any time.

Student Information Hub

All outside information must be approved by the administration. Once approved, the information may be posted on the Student Information Hub located outside the main MSHS office.

Yearbook

The yearbook advisor(s) must approve all visual images submitted for publication in hard copy or digital version of the yearbook. All visual images and content are subject to review and approval by the school administration.

College Concurrent Enrollment Admission Eligibility

The following criteria will be used to determine eligibility for concurrent enrollment courses. Administration reserves the right to determine the final eligibility for available college course seats.

TIER 1
Step 1. Top 50% of Seniors
Step 2. Top (33% SMSU) (67% MSU) of Juniors

TIER 2
Step 3. Senior 3.0 GPA or ACT of 25 or greater
Step 4. Junior (3.0 SMSU) (3.3 MSU) GPA

TIER 3
Step 5. Senior 21 ACT
Step 6. Junior 24 ACT

TIER 4
Step 7. Eligible Sophomores top 10% and score over 90% on a national normed test

PSEO (post-secondary enrollment options) information is shared with students at the initial registration meetings held with students prior to requesting courses. State PSEO information can be found here.

In addition to state/institutional admission requirements for Concurrent courses, Windom Area Schools requirements are as follows:

- **GPA for courses within a discipline must be a 3.0 or higher**
  - **Example - Biology would be a course within the discipline of College Biology that a student must maintain a 3.0 GPA in**
- **CAPTI/MCA data indicates student readiness for success in Concurrent courses**
  - **Scores in the Meets or Exceeds category within the discipline**
  - **For courses with no immediate CAPTI/MCA data available the Reading MCA test or a Pre-ACT test may be utilized**
- **Students must maintain an attendance rate of 90% for the semester immediately preceding enrollment in a concurrent course**

*****Students who do not meet any/all the criteria listed above may appeal for admission into Concurrent courses by seeking a Letter of Recommendation for a teacher within the discipline they are seeking to take a college course in. Example - should a student fall short in up to 3 categories listed above and wish to take College Algebra, the student must seek a Letter of Recommendation from a HS math teacher in order for admission into a College Algebra course.*****

Students who receive a Failing Grade for a PSEO or Concurrent course, or who drop a course after the 10 day drop period, will pay the school for the cost of books/supplies related to taking the course.

Students who fail to return books/supplies for PSEO courses may lose the privilege of walking in the graduation commencement ceremony.

MCA/MTAS Opt Out

Below is a link to the MCA/MTAS opt-out form. This form needs to be submitted to the office by March 15. If students are not enrolled by March 15 they will have two weeks to submit this form upon their registration date.

Link to MCA/MTAS Opt Out Form - Under Student Participation.

Items Not Covered In Handbook

It would be impossible to address every situation that arises during the school day and its related curricular, co-curricular, and extracurricular activities. School officials reserve the right to amend any provision in this handbook deemed to be in the best interest of the educational process. Furthermore, the principal may exercise administrative discretion and retains the right to issue penalties for acts of discipline not specifically stated herein and to alter any penalties as the principal considers necessary. Each situation is different and will be handled on an individual basis.

ALL School Policies are available on the district web page.

WEIGHT ROOM POLICY

The weight room is a privilege not a right.

Windom 7-12th grade students, and 6th graders who have completed POWER, may use the weight room only if there's a supervisor. If there's no supervisor, the students will be asked to leave. We will have adult supervision from 3:00-5:00 PM on Monday, Tuesday, Wednesday, Thursday and Friday.

The weight room may also be available in the morning as communicated by supervisors. Students must be eligible academically to use the weight room. Students should not use the Weight Room during the school day unless under direct and constant supervision by a supervisor.

If you have any questions, please see Jacob Johnson, Activities Director.

To report bullying, click here

Adopted: 02/14/2011 Policy 514
Reviewed: 08/14/2023 Revised 2023

514 BULLYING PROHIBITION POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school 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 district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. 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 personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school 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 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 district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

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

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

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

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

found to have violated this policy.

III. DEFINITIONS

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

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, 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 premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

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

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

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "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 premises, on school district property, at school functions or activities, or on

school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, 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. .

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 district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct

shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

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

V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in

a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

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

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

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

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

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

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

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

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school

district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.

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 district's or a school's website.

F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

G. The school 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 board shall, on a cycle consistent with other school 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)

Windom Area Elementary School

Student Handbook

2026-2027

Be Responsible Be Proud Be Respectful

Windom Eagles Soar Higher

WINDOM AREA K-4

1200 17th Street, Windom, MN 56101

It is the mission of the Windom Area School District to create a safe, responsive, and nurturing environment where every learner receives a high-quality, challenging education that empowers them with the skills and knowledge needed for a successful future.

Windom Area Elementary	507-831-6925	Bridges Preschool	507-832-8746
Windom Area MS	507-831-6910	Superintendent Office	507-831-6901
Windom Area HS	507-831-6910	Transportation	507-831-6924
Community Education	507-832-8746	Adventure Club	507-832-8746

Mrs. Jamie Frank, Superintendent - jfrank@isd177.com

Mr. Corey Barfknecht, PreK-4th Grade Elementary Principal - cbarfknecht@isd177.com

Mrs. Amanda Wilson, Special Education Administrator - awilson@isd177.com

Mr. Travis Janssen, K-8 Behavior Specialist - tjanssen@isd177.com

WINDOM AREA SCHOOL INFORMATION

The Windom Area Schools website provides parents, staff and the community with quick links, resources, and school related activities. The website is located at Windom Schools Website

Board of Education

Angie Klassen, Chairman
Joel Bordewyk, Vice Chairman
Bruce Mews, Clerk
Barb Jones, Treasurer
Lynn Leopold, Director
Matt Steffen, Director
Brianne Miller, Director

School Colors

Royal Blue and Athletic Gold

School Mascot

Eagle

School Hymn

Far o'er the distant hill our voices swell
Praising these hallowed halls we love so well
Here sons and daughters stand faithful and true
Praising our high school and the gold and blue.

School Song

We're going to fight to win this game
We're going to fight for Windom's name
We're going to fight with all our might
We're going to fight to show we're right
When we say we'll win this game, you bet!

We're going to fight to win this game
We're going to fight for Windom's fame
We're going to show them that we can
because we're sure we know we can,
we will win this game!

SCHOOL HOURS

School hours for elementary school are as follows:

Students may enter the building:	*7:30am*
School Begins:	*8:10am*
Dismissal Time:	*3:10pm*
Bus Departure:	*3:20pm*

Breakfast is served starting at 7:30 a.m. If students choose to eat breakfast it should be done before going to morning recess. Playground supervision begins at 7:45 a.m. Students should not go outside until supervision begins. Students will be supervised on the playground until 8:00 a.m.

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Windom Area Elementary Principal Welcome Statement

Welcome to Windom Area Elementary School

Dear Students,

Welcome to Windom Area Elementary School! We are proud to serve approximately 430 students in kindergarten through fourth grade. Our dedicated staff is committed to creating a school where every child feels valued, supported, and inspired to learn each day.

At Windom Area Elementary School, we embrace the Windom Schools vision: **to create a safe, responsive, and nurturing environment where every learner receives a high-quality, challenging education that empowers them with the skills and knowledge needed for a successful future.** This vision guides every decision we make and every opportunity we provide for our students.

We believe that every child can achieve great things when high expectations are paired with strong relationships and meaningful support. Together with our families, we will foster a culture of excellence by maintaining high expectations for student behavior, academic achievement, and attendance. By working as partners, we can ensure that every student is prepared not only for success in school but also for success in life.

This handbook is designed to provide students and families with important information about our school procedures, programs, and expectations. We encourage you to review it together and use it as a resource throughout the school year. We look forward to partnering with you as we make this a year of learning, growth, and Eagle Pride at Windom Area Elementary School.

Corey Barfknecht
PreK-4 Principal

General Information

ABSENCES / ATTENDANCE RECORDS

Windom Eagles, the State of Minnesota requires all students to be enrolled in school. Regular attendance is directly related to successful academic achievement. Consistent school attendance is the way a student develops responsibility and self-discipline. For this reason, student absence from school should be limited to those instances in which absence is genuinely unavoidable. Please make every attempt to make medical and dental appointments after school hours or during non-school days. If it is necessary to take a student out of school, parents should contact the school to make arrangements for the child's pick up and return to school. The State of Minnesota requires that every child entering kindergarten this school year must graduate from high school or remain in high school or in an alternative program until age 18. Only those who have been accepted into the military or at an institution of higher learning can leave school before they are 18 years old. Because attendance records are an important part of your child's permanent school file, Windom Area Schools policy requires parents/guardians to call the Windom Area elementary office at 507-831-6925 or email attendanceelem@isd177.com before 8:30 a.m. to inform the school of the student's absence or late arrival. Parents may call during the evening hours and leave a voice message. If no call is received, the school office will attempt to contact the parent. This policy is for the protection and safety of the student and to assure the school and the parents that the student is attending school. We want our Windom Eagles at school.

Upon returning to school, or within 48 hours of the absence, a signed note should be brought to the homeroom teacher or school office. If you know your child will be absent from school in advance, please contact your child's teacher or the school office so that any assignments can be completed ahead of time. Vacations should be pre-arranged with the child's teacher.

Absences: Excused

An excused absence is a legal absence from school and requires parent/guardian verification with school staff. The following are situations that constitute an excused absence:

- Student illness: upon returning to school, a student must bring a written note giving the name, date, days of absence, and reason for the absence signed by their parent/guardian.
- Serious illness or death in the student's family
- A death or funeral in the student's immediate family
- Medical, dental or orthodontic treatment, or counseling appointments
- Court appearances

- Legitimate work of parents
- Official school trips or activities
- Vacation with prior school approval
- Impassable roads/inclement weather
- Dismissal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete makeup work
- Family emergencies
- A student's condition that requires ongoing treatment for a mental health diagnosis
- In the case of special circumstances, the Administration may approve additional excused absences

After 15 days of any absence within one semester, a physician's note is required for subsequent absences. If a student is absent for 3 consecutive days, a physician's note may be required. Failure to provide a doctor's note within 2 school days will result in the absence being marked as unexcused. At 7 absences, a letter will be sent home to communicate the total absences for the current semester.

Absences: Illness During the Day

Any student who becomes ill during the school day must report to the office to go home. Permission to leave school will not be given unless a parent, relative, or adult is first contacted. If a student leaves without checking out at the office, his/her absence will be unexcused.

Absences: Reporting

Parents are expected to call the Windom Area Elementary office at 507-831-6925 or email attendanceelem@isd177.com to inform the school of the student's absence or late arrival. Parents may call during the evening hours and leave a voice message.

Absences: School Related

Official school field trips or other school-sponsored events are excusable absences. In the case of special circumstances, the administration may approve additional excused absences. Students are responsible for making up all missed work.

Absences: Suspension Related

Absences due to suspension are excused. The school will coordinate and provide assignments for all suspensions. These assignments will be available in the main office for pickup.

Absences: Tardy to School

When a student reports to school after class has started, they will be reported as tardy. A student arriving late to school will report to the office for a late slip. Excessive tardiness will be reviewed by the classroom teacher and attendance team, which may result in a conference with the parent and student. At 7 tardies per semester, a letter will be sent home to remind parents/guardians of school policy. At 15 tardies per semester, an attendance contract will be offered to facilitate positive school attendance.

Absences: Truancy
Truancy is defined as being absent unexcused from school for 7 days or more (doesn't need to be consecutive). Students who are truant will be reported to Department of Human Services and disciplined according to a school board-approved policy. A truancy charge may be filed with the Juvenile Court.

Absences: Unexcused
Unexcused absences are recorded when: the school has not been notified of an absence, or an absence could have been avoided or delayed, or prior arrangements and/or approval have not been made through the school office. The following will be examples of unexcused absences: shopping, hair appointments, alarm clock failure, errands, photo appointments, overslept, no specific reason given, or the office being unable to reach a parent to confirm a student's absence. If in doubt regarding a particular absence please call the principal.

Unexcused: Absent from school without parent or guardian approval.

Minnesota State Law concerning educational neglect states that parents or guardians of a child under 12 years of age are held accountable for any unexcused absences. Every student regardless of age enrolled in school, must follow the Compulsory Attendance law.
The consequences of unexcused absences are as follows:
After 3 unexcused absences – parents are notified by certified letter
After 4 unexcused absences - a 2nd letter is sent to parents, County offers truancy remediation
After 5 unexcused absences – a 3rd letter is sent to parents and a meeting is scheduled
After 6 unexcused absences - a 4th letter is sent to parents
After 7 unexcused absences – a 5th letter is sent to parents, and the school administration requests to file a truancy/educational neglect petition with the County Attorney

Attendance Records: Attendance is recorded each morning by the classroom teacher and updated as necessary throughout the school day. Regular attendance is necessary to maintain a

good and favorable school record. School District #177 insists that students attend school every day unless they have an excusable reason.

If a student reaches 15 absences, staff will reach out to families in an attempt to establish a student/family contract so that students are able to be successful at school.

ACCEPTABLE GUIDELINES FOR TECHNOLOGY, SERVICES, AND INTERNET

The school district is committed to the goal of providing a safe and effective digital learning environment for all students. Acceptable uses of technology are activities that support teaching and learning and are done so in a responsible, efficient, ethical, educational, and legal manner. The use of technology and access to the Internet is a privilege and not a right and any misuse may result in loss of privileges and possible disciplinary action.

ACCIDENTS

Every effort is made to prevent accidents. Students should report all injuries to the teacher in charge and/or the school office immediately. A parent or guardian will be called if the accident requires medical treatment. The school does not provide accident insurance.

ADDRESS OR CONTACT INFORMATION CHANGES

Updated information is very important for academic and student safety purposes. Emergency contact information should be included. Changes in address, telephone number(s), email address, and other pertinent information should be reported to the school office as soon as possible. Changes to student contact information may only be made by the custodial parent/guardian. Parents/guardians should keep the information up to date on Infinite Campus through family access.

ALARMS/SAFETY PROTOCOLS

Our school teaches students safety protocols and how to respond when alarms sound. We practice responses throughout the year. Failure to follow protocols may result in disciplinary action.

Our school will run at least 5 lock-down drills, 5 fire drills, and 1 tornado drill. Students are allowed to opt out of participating in an active shooter drill, no negative consequence to

attendance will be imposed. Mental health services will be available to any student seeking support following the drill.

Emergency Response
Students and staff follow active threat procedures as taught and practiced.

Containment or Shelter in Place
Normal delivery of instruction occurs and all students remain in the classrooms. Those needing to leave the classroom for emergency purposes and all visitors are provided with escorts throughout the building.

Fire
Everyone is to leave the building when an alarm is sounded; persons failing to do so will face disciplinary and/or legal action. Any student tampering with a fire detection device will face disciplinary action and will be subject to prosecution by the proper authorities.

Severe Weather
Students and staff follow the evacuation route posted and follow take cover procedures.

ANNUAL FERPA STATEMENT

Access to Student Educational Records Under FERPA and the MGDPA, Windom Area School recognizes its responsibility in regard to the collection, maintenance, and dissemination of student records and the protection of the privacy rights of students as provided in federal law and state statutes. Requests for the release of student information are governed by the Family Education Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (MGDPA). The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records

unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest
    - Other schools to which a student is transferring
    - Specified officials for audit or evaluation purposes
    - Appropriate parties in connection with financial aid to a student
    - Organizations conducting certain studies for or on behalf of the school
    - Accrediting organizations
    - To comply with a judicial order or lawfully issued subpoena
    - Appropriate officials in cases of health and safety emergencies
    - State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, information the school district identifies as "directory" information.

For Windom Area Schools, directory information includes the following:

- The student's name
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams;
- Dates of attendance (e.g. student attended school in Windom Area from 2001-2005, not specific information about attendance on a particular date)
- Degrees and awards received In addition, Windom Area Schools has identified directory information that may only be shared with law enforcement personnel as follows:
- Student’s home address
- Telephone number
- Date of birth

- Class schedule
- Parent/guardian names, telephone numbers, and addresses
- Digital images of the student Requests for school records should be directed to the Windom Area School Office.

BICYCLES

Bicycle racks are provided for students riding their bikes to school. All bicycles are to be parked in the bicycle racks during the school day located by the bus drop-off doors (West). Bicycles are the responsibility of the owner. To avoid accidents on our congested school grounds, students are not to ride bicycles on the sidewalks surrounding the playground area or on the playground. Students should leave other students' bicycles alone.

CAFETERIA

Your cooperation and your thoughtful consideration for other students are expected and appreciated.

- All lunches must be eaten in the cafeteria/commons unless special permission is given
- Students are to conduct themselves in a manner that meets school-wide Eagle Pride Expectations in the lunch lines and while eating
- Students are responsible for the cleanliness of the table where they eat and for the surrounding area
- Trays and other items should be returned to the dishwashing area after use. Garbage, organics, and recycling should be placed in the designated bins.

Eagle Pride Matrix

CODE OF CONDUCT

Students who attend Windom Area Schools have various rights and opportunities. Students also have responsibilities to all Windom Area School staff, adult and student helpers, and fellow peers. Please reference the Student Code of Conduct found on the district website for detailed information.

COMMUNITY EDUCATION

Community Education provides leadership in the creation of an educational environment in which citizen involvement and lifelong learning are essential. Community Education classes are offered throughout the year. For more information, please contact the Community Education office at 507-832-8746.

DATA PRIVACY ACT

The building principal shall be responsible for maintaining and securing the privacy and/or confidentiality of student records. Student records may be reviewed only with the written permission of the parent or the student (if the student is 18 years of age) except under the following circumstances:

1. When school officials have a legitimate educational interest in the student's records.
2. When student records are forwarded to other schools or post-secondary education institutions to which the student transfers, applies for admissions, and/or enrolls.
3. To federal, state, and local authorities when such information is specifically required by law.

DISMISSAL AND ARRIVAL POLICY

At ARRIVAL we ask that all students in K-4 use the following guidelines: Students arriving at school should report to the elementary commons (K-4) no earlier than 7:30 AM. Students may eat breakfast or attend morning recess (7:45-8:00 a.m.). Students walking and being dropped off will enter the building on the south side in the morning at both the elementary and high school.

At DISMISSAL we ask that all students in K-4 use the following guidelines:
Parent Pick Up/Drop Off: Students being picked up need to exit the building through Door 1- The main entrance..
Bus Riders: Students that ride the bus need to exit on the west side (Door 6) of the elementary building and the east side of the MS/HS. Unless being escorted by school staff.

These guidelines are aligned with the transportation policy and are in an effort to keep our school safe during the school day. We as a staff appreciate your cooperation.

DOCTOR, DENTAL, MEDICAL, and OTHER APPOINTMENTS

Parents are asked to make every effort to schedule any appointments outside of school hours. However, when this is not possible, students will be excused for these special appointments with

a written note from a doctor or medical facility. Only the student with an appointment will be excused.

DRESS CODE

The responsibility to dress reasonably and appropriately rests with parents and students themselves. Clothing should be neat, clean, inoffensive, and reflect appropriate work attire.

A student's dress practices may be restricted if it is obscene or in poor taste, unclean, or substantially disrupts the educational process as determined by the principal. We do not, and will not, accept students wearing clothing that has a message or image that is obscene, lewd, profane, vulgar, or that harasses, threatens, intimidates, or demeans any individual or group of individuals because of sex, color, race, religion, handicap, national origin, sexual orientation or indicates an activity that is illegal for school-age youth (smoking, drinking, drugs, weapons, etc.). We believe that students should be able to distinguish between appropriate and inappropriate clothing.

Students of all ages should be aware that skirts and dresses should be appropriate in length and will not be allowed to wear clothing that reveals undergarments. Students that chose to wear a skirt or dress should wear shorts over their undergarments.

Students will not be allowed to expose the midriff in the front or back when their arms are raised. We will not accept students wearing clothing that could signify gang affiliation or wearing chains on the belt loops. Students should also use discretion in the length of the shorts they wear. Hats and hoods may not be worn in the building during the normal school day. Hats worn appropriately will be allowed during sponsored activities outside the school day. Hats with alcohol, beer, and other questionable wording will not be allowed.

Students found to be in violation of dress code will be sent to the office to borrow appropriate attire and parents will be notified.

DUE PROCESS

Students who are currently identified as having a disability under IDEA will be subject to the provisions of IDEA.

EARLY CHILDHOOD FAMILY EDUCATION

Early Childhood and Family Education (ECFE) is where parents/guardians and their children between the ages of birth and kindergarten go to discover new things about each other by spending time together – and apart. ECFE was created to support and strengthen families – the

first and most important influences on the development of a child – through information, education, and networking. Some classes focus on more specific age groups while others include the whole family. For more information, contact the Bridges Preschool office at 507-832-8746.

FIELD TRIPS

At various times during the school year, students may take field trips to enrich their classroom studies. Details of the trip and parent permission slip to be signed by the parents are sent home prior to the trip. Participation is available to students enrolled during the current school year.

FOOD AND BEVERAGES

Windom Area Schools has a wellness policy that is approved by the School Board. This policy can be found on the Windom Area School website. Classroom birthday celebrations which include food and beverages need to be store-bought and are encouraged to be a healthy snack. Classroom parties or celebrations such as holiday parties or recognition parties should be limited to once a month and may include store-bought food brought in from parents. Parents will be encouraged to bring in foods listed from the "Windom Area Schools Healthy Snacks" for Classrooms. Water is encouraged as the beverage of choice for classroom celebrations.

The District is committed to fostering healthy eating habits that support student learning, physical well-being, and long-term wellness. Committing to this, our school prohibits students and parents from bringing fast food on campus during school hours. Allowing fast food on campus undermines our wellness goals, conflicts with nutrition standards, and may contribute to health inequities among students.

The following exceptions may apply:

- Students with documented medical or dietary needs, as approved by school administration
- School approved events, celebrations, or incentives authorized by the principal.

Students are allowed to bring water, however it must be in a clear bottle that will remain in their locker.

HOMEWORK

Homework is important. It is an extension of the learning that takes place at school. Homework can provide practice and drill that reinforces classroom learning and can provide opportunities for independent study, research, and creative thinking. Parents can help their children by

arranging quiet, comfortable places for the students to work and by seeing that assignments are completed.

ILLNESS OR INJURY

In case of illness or injury, a student will be cared for temporarily by the school nurse or a member of the school staff. School personnel will render first aid treatment only. If emergency medical treatment is necessary the parent will be contacted. If parents are not available, the student will be taken to the emergency room at the hospital. At the discretion of school personnel, a parent will be contacted or 911 will be called and a parent will be called regarding the situation.

IMMUNIZATIONS

State law requires that every student who is admitted to public school must show proof of vaccination for diphtheria, tetanus, whooping cough, polio, measles/mumps/rubella, hepatitis B, and varicella (chicken pox). Questions regarding immunizations should be directed to the school nurse.

INVITATIONS TO PARTIES

Students are asked not to pass out invitations at school unless the student is inviting the entire class or all the boys/girls to protect the feelings of those not involved.

LOST and FOUND

Students, if you lose something or if you find something, lost and found articles should place them on the lost and found bench located at the entrance of the elementary gym. Small items can be brought to the office where they will be kept. The owner may come to the office to claim the item. After a reasonable time period, all items will be donated or recycled.

LUNCH ACCOUNTS

It has been the policy of the Windom Area Schools that all family lunch accounts operate with a positive balance. This policy has been approved by the Windom Area School Board and appears in the school handbook. Therefore any account for student(s) in grades K-12 that is overdrawn by $20.00 or more, is not allowed to charge for a second entrée or a la carte items, however, students may purchase these items with cash. If your account becomes negative, an electronic notice will be sent to the email address that is on file at school. If you do not have email access, a

paper notice will be sent home with your child. It is the responsibility of the parent/student to monitor their account. You may access your account information through the Windom Area Schools website or by calling the office. Payments can also be made online with a debit or credit card. We continue to accept checks and cash payments. The federal application for free or reduced lunch is available at any time during the school year by contacting the school office or completing the form electronically in the Infinite Campus Management Software program.

LUNCH, BREAKFAST & MILK PROGRAMS

Windom Eagles, you may either participate in the hot lunch program or bring a sack lunch for lunchtime. All students (PreK-4) can get one breakfast and one lunch free of charge each day at school. Extra milk for students is at a cost of $.40. Information and federally funded applications for free and reduced meals are mailed to all families during the month of August and are also available in the office, or online electronically in the Infinite Campus Management Software program. Applications for free/reduced lunches are effective on the date that they are received by the school district. Lunch money can be given to the homeroom teacher or brought to the office where it will be directed to the lunch department for deposit in your family lunch account. Each student will be issued an ID number at enrollment that acts as their lunch number. Students will learn their lunch ID number and tell their lunch ID number to the cafeteria staff as they go through the breakfast/lunch line during the school year.

Students in first through third grades wishing to have milk during the break will pay $20 per quarter for the current milk cost. Milk prices are subject to changes for future quarters. All kindergarten students are eligible for free milk during their break.

MANDATED REPORTING

Windom Area school personnel are mandated by law to report suspected abuse or neglect of children. This includes physical, sexual, or emotional abuse. Abuses of child custody arrangements are also included.

MEDIA CENTER

Our Elementary Library is open daily to allow our students and staff the opportunity to use reference materials and interest books. You, as a Windom Eagle, will receive services from our Elementary Librarian.

NOTICES TO PARENTS and GUARDIANS

Occasionally we find it necessary to send notices home. Past experience has proven that frequently these notices do not always reach home. Family notices from the elementary office will be sent home with the oldest child attending elementary school. Please impress upon your child the importance of receiving every message or bulletin sent home from school. Windom Area Schools uses Thrillshare school marketing, messaging, and communication systems to send out alerts to families. Please be sure your information is up to date in Skyward to receive these alerts.

PARENTAL CUSTODY

Parents sometimes request that one parent or another not be allowed to visit school, talk to their child/children, or pick their child/children up at school. In order for Windom Area to honor restrictions of this nature, the custodial parent must present a court order or other legal document to the building principal. In most cases, such restrictions are set through legal proceedings. The information allows the principal to respond promptly to your request and be in conformance with the law while recognizing the rights of both parents.

PERMITS TO LEAVE THE BUILDING

Remember students, no one is allowed to leave the building during the school day without permission. A signed note or verbal communication from a parent or guardian must be provided. A parent is required to sign out their elementary child in the school office before leaving the building. Upon returning the student must check-in at the school office.

PRESCRIPTION MEDICATIONS

A frequent request from parents is that a dose of medicine is given to a student during the school day. If it is imperative that prescription medication be given during school hours, it will be administered by school staff designated by and under the supervision of the school nurse as per *M.S. 126.202 subd.4*. This designee is exempt from any liability, as per chapter *466 Tort Liability Law* for political subdivisions, in the administration of medication when following this school procedure. The following procedure must be followed:

- Short Term Prescriptions (EX. Antibiotics): Prescription medication to be given for a short period of time, less than thirty days, must be in a pharmacy labeled container and accompanied by a signed permission slip from the parent. Medication will be stored in a locked cabinet. Prescription medications administered three times a day should be taken at home before school, after school, and at bedtime.

- Long-Term Prescriptions (EX. Ritalin): Prescription medicine which must be taken over a long period of time, more than thirty days, must be in a pharmacy labeled container, accompanied by a written order by the physician, and written permission from the parent. Medication will be stored in a locked cabinet.
- Non-Prescription Medicines: Non-prescription medicines must be in the original container and accompanied by a written note from the parent with specific instructions. Over-the-counter medications are not provided by the school.

*** All medications are required to be transported to and from school by an adult. ***

PET POLICY

Due to OSHA indoor clean air requirements, we are no longer permitted to allow pets or animals from home to be brought inside the school building.

PHOTOGRAPHING AND VIDEOTAPING

Our school district will be photographing and videotaping activities as a way to highlight our school and communities. Photographs and video footage could be used on our district's website, in newsletters, in video production shown over local television, etc. Any use of pictures or taping will follow appropriate guidelines for publications, web publishing, and video production. If you do not want the school to use pictures or taping that may include your child, please make your request in writing and submit it to the building principal. If you have any questions, please contact your school office.

RECESS EXPECTATIONS

All students will go outside for recess during their lunch period. Please make sure your child is dressed appropriately each and every day. During inclement weather, students will not go outside for recess. If your child has health concerns that will limit him/her from going outside, please contact the teacher, school nurse, or the office. The school reserves the right to request a doctor's note. Students may bring recess equipment (football, soccer ball, volleyball, basketball, etc) from home, but the school is not responsible for damaged, lost, or stolen equipment.

EAGLE PRIDE MATRIX	Playground/ Gym	All Settings

Respect for Self	• **Change into appropriate footwear/outer apparel**	• **Worry about yourself** • **Best effort** • **Take pride in yourself and school** • **Be honest**
Respect for Others	• **Show sportsmanship** • **Share equipment** • **Play safe**	• **Listen to staff** • **Keep hands and feet to yourself** • **Only use what is yours** • **Please/Thank you/Excuse me**
Respect for Environment	• **Use equipment safely**	• **Leave it better than you found it** • **Treat property appropriately**
Be Responsible	• **Put away equipment** • **Listen for bell/whistle then walk to line up**	• **Be ready** • **Stay on task** • **Keep personal space**

Eagle Pride Matrix

If an incident occurs while at recess, children are encouraged to report the incident immediately to the nearest adult.

> Weather permitting, the students will be outside during this time. We use the wind chill as a guideline in cold weather and do not go outside if the wind chill is below 0 degrees. In the fall and spring, students will not be outside if it is raining. When students are inside, they will be in the classroom or flexible learning area.

RECORDS

Student records are maintained in the Elementary School Office. Confidential records will be protected as required by school policy and law. The following individuals may see student records:

* A parent or legal guardian of minor students
* A minor or adult student
* A staff member of ISD #177 schools who has an education responsibility for an individual student.

The school reserves the right to transfer a student's records to another educational institution upon the institution's request.

SCHOOL NURSE

The school nurse is available to all students of the Windom Area Schools. The main objective of the school nurse is to maintain, protect, and promote school health. The nurse is available to provide health counseling to students, parents, and school personnel, in addition to emergency first aid care.

SCHOOL PATROL

Windom Eagle third, fourth, and fifth-grade students have the option to serve in the School Safety Patrol Program. Students will have the opportunity to sign up to participate starting at the end of the 2nd grade for the coming school year. Their participation provides a very important service to the students at our school while at the same time giving them an opportunity to practice self-discipline, leadership, and time management skills. All students and visitors should obey the crossing guards at crossing areas. Violators will be reported to the principal.

SCHOOL SOCIAL WORKER

School social workers are available in the school district. If you, as a parent, feel there is a need for these services for your child, please notify your child's classroom teacher or contact the school office.

SEVERE WEATHER

In the event of severe weather conditions, parents and students may be kept informed by listening to KDOM radio. A Thrillshare message will go out to families based on the contact information provided to the district thereby necessitating frequently updated demographic information.

SOCIAL MEDIA

Windom Area recognizes that many of our students (as well as staff and parents) are active social media users. In addition, the District values and encourages the use of new technology tools and resources to engage and educate all learners. However, student online interactions, both inside and outside of school, can disrupt the learning environment as well as affect student safety. As a result, students are expected to adhere to our responsible use policy as outlined in board policy 524.

SPECIAL EDUCATION SERVICES

The Individuals with Disabilities Education Act requires that schools receiving federal funding ensure adequate and appropriate services for children with disabilities. Educational services for children with disabilities can begin as early as birth and continue until the child reaches the age of 22 or receives a high school diploma. School districts have the responsibility to provide free and appropriate education to every child, regardless of disability. A child is only eligible to receive Special Education services if the multi-disciplinary team determines that the student is disabled under one or more specific qualifying conditions and requires specially designed instruction to benefit education. It is required that parents receive written notice with respect to the identification, evaluation, and/or placement of a child with disabilities.

STUDENT DROP-OFF PLAN

Students who do not ride a bus to school MUST be dropped off in the parent drop-off loop on the south side of Windom Elementary School no earlier than 7:30 AM. Please do not drop students off in the south or west parking lots. Parents of kindergarten students may accompany students to breakfast during the first week of school, but will be asked to not pass the office area the rest of the year in order to encourage student independence, socializing, and self-confidence.

STUDENT PICK-UP PLAN

If you pick your child up at the end of the day, please park in the pick-up loop on the south side of the elementary building. Please only use the pick-up loop or park in a parking spot and walk up to meet your child. All students MUST be picked up by 3:15 p.m. If 3:15 p.m. is difficult for pick-up, then the best plan is to enroll your child in Adventure Club After School Child Care program to provide a safe environment. They can be reached at 507-832-8746 ext. 603. When students need to be picked up during the school day or at dismissal, or if students are to go home with another child, an email or phone call should be made to the office and teacher. attendanceelem@isd177.com or 507-831-6925



TITLE IX

It is the policy of District #177 not to discriminate on the basis of sex, race, color, and/or disability in its education programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the superintendent (507) 831-6901 or the Director of the Office for Civil Rights, Department of Health, Education, and Welfare, Washington D.C.

TOYS AT SCHOOL

At our school, we focus on creating a positive, safe, and engaging learning environment for all students. To help everyone stay focused, build strong friendships, and avoid distractions or conflicts, we ask that toys remain at home. Toys can sometimes lead to hurt feelings, arguments, or worry about items getting lost or broken, which can take away from learning time. We want students to enjoy playing together using school materials and shared activities that include everyone. If a toy is brought to school, staff will kindly remind the student to keep it in their backpack or hold it in the office until the end of the day. Thank you for partnering with us to support a fun, inclusive, and focused school day for all students.

VISITORS TO SCHOOL

During school hours, all outside doors will be locked. In order to gain access to our school, all visitors must wait outside the office. Office staff will be able to respond by unlocking the door.

ALL visitors should report to the elementary office and receive a visitor's pass when visiting the school during school hours.

Friends, relatives, or student visitors are not allowed to attend school with students as it is a disruption to the school day. Parents are welcome to visit their child's classroom, but as a courtesy to staff, we ask that arrangements be made with the teacher prior to the visit. All visitors must check in at the school office.

Curriculum & Instruction

ASSESSMENT & STATE TESTING

Assessments

Students in grades K-12 take a variety of tests and assessments each school year. We administer assessments to determine your instructional level and to measure academic growth throughout the school year, and from year to year, in a variety of areas. You will take some assessments on a device and some paper/pencil. If you have questions about assessment purposes, time frames, or results, please contact your teacher directly. Your classroom teacher can provide your family with additional resources for skill development.

State Testing

The Minnesota Comprehensive Assessment (State testing) will be held during the second half of the year. For specific dates, please see the online testing calendar.

Parents/Guardians may choose to have their child opt out of statewide assessments. See more information regarding opt-out at our website (Teaching & Learning, Assessment & Testing, Parent Refusal Form).

REPORT CARDS

Report cards are issued following the completion of each quarter. A paper copy of the report card is sent home with students in kindergarten through fourth grade each quarter. Parents, please

review your child's progress and contact your child's teacher if you have questions regarding grades.

TEXTBOOKS

All textbooks are furnished by the school district. Students are requested to exercise care in using them in order that they may not become soiled or damaged. Lost, stolen, or damaged books must be paid for by the student.

TITLE I SERVICES

Students who need additional assistance with reading and mathematics may qualify for Title I services in which they have the opportunity to work with the Title I teacher or the Title I associate. Title I is funded through federal funding. Parents will be notified if their child qualifies for this service.

Behavior & Discipline

(ANTI) BULLYING/SAFE SCHOOLS

Windom Area Board Policy 514 requires that a safe and civil environment is needed for students to learn and attain high academic success and promote healthy human relationships. Bullying is conduct that interferes with students' ability to learn and teachers' ability to educate in a safe environment. An act of bullying, by students, employees, or other individuals is expressly prohibited on Windom Area District 177 Schools property or at school-related functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.

Bullying Defined

Bullying includes intimidating, threatening, abusing, or harming conduct that is objectively offensive and:

1. there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is repeated or forms a pattern in or out of school; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

Reporting Procedures

Victims: All students who believe they have been the victims of bullying shall promptly report the bullying to a school staff member. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

Families: All parents who become aware of any bullying are encouraged to report the bullying to a building administrator or designee. This would include parents of victims, perpetrators or bystanders.

Witnesses: All students who witness bullying shall immediately report the bullying to a school staff member. Any school staff who witnesses bullying shall immediately intervene and take appropriate action to stop the bullying.

Staff: A teacher, volunteer, educational contractor, or other school employees shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building principal or designee immediately for appropriate action.

Administrators: A principal or designee who observes bullying or receives a verbal report of bullying shall document and promptly investigate the matter. When possible administrators shall seek to discuss bullying with the victim in a place where the victim feels secure. The initial discussion with the victim shall not take place in the presence of the offending student(s). If more than one student is involved in perpetrating the bullying, the administrator shall talk to each of the offending student(s) separately. After the investigation has been completed, the building principal shall take appropriate action consistent with the bullying policy.

CAMERAS

Use of any photographic device that infringes upon the rights of others is strictly prohibited. Use of any such device in a school locker room or bathroom in a way that violates the personal privacy of the individual is prohibited and may result in school discipline or referral to law enforcement.

CELL PHONES & CELLULAR WATCHES

Cell phone use is not permitted during the school day at the elementary school. Students are not allowed to use or carry a cell phone on themselves while at school. If it is necessary that a child

bring a cell phone to school, they must leave their phone turned “off” and in their backpack. The school is not responsible for any lost or stolen cell phones. Many families also have cellular watches for elementary students. These watches should be left at home or in the student's backpack as they are treated like cell phones. If a cell phone should interfere with the school day, it will be confiscated and returned at an appropriate time.

CONDUCT AT ATHLETIC EVENTS

Everyone should observe the accepted rules for good sportsmanship and conduct. Students should not walk or stand in front of the spectators while the event is in progress. All who have paid to see an athletic event can expect this courtesy. Students, please don’t run around the athletic complexes. We are all there to enjoy the events that are taking place.

CYBERBULLYING

Cyberbullying is strictly prohibited. The school staff does not monitor the activities of students outside of school hours and must rely on family supervision to eliminate all incidents of cyberbullying. However, cyberbullying incidents that impact the school environment will be addressed.

ELECTRONIC DEVICES

Students are not to bring electronic devices to school. The school will not be responsible for any lost or stolen entertainment devices. They will be confiscated and returned at an appropriate time. Gaming devices, watches, phones, etc. should be left at home.

EXPULSION

Expulsion from school may be imposed by the School Board upon the recommendation of the Superintendent or Principal for a period of time of more than five days up to the end of the school year. Expulsions may be imposed only after the student has had the opportunity to present evidence at a hearing as to why he or she should not be expelled. Hearings will be conducted in accordance with the Minnesota Pupil Fair Dismissal Act.

FIGHTING/PHYSICAL ASSAULTS/HARASSMENT

Students fighting and committing a physical assault may be given up to ten days of In or Out-Of-School Suspension. If a student is physically assaulted or harassed, he/she should report the incident immediately to a teacher, coach, counselor, or principal. Physical assaults are against the law and may be reported to the Liaison officer and Law Enforcement. Fights are considered disorderly conduct and may also be reported to Law Enforcement. The School Resource Officer may file charges.

FIREWORKS ON SCHOOL PROPERTY

Possession of fireworks, under Minnesota State Statute, is punishable by a fine of $300 and thirty (30) days in jail. Students who possess or use fireworks, smoke bombs, or other incendiary devices will be subject to immediate suspension. Parents will be notified of such infractions. The information will be given to the local Law Enforcement agency for prosecution.

IN-SCHOOL SUSPENSION

In-School Suspension (ISS) from regular classes may be for a period of time up to and including three days, to be imposed by an administrator depending on the type or the frequency of unacceptable behavior. The student will remain in school but will not attend regular classes. Instead, he/she will be assigned to an In-School Suspension room to work on school assignments. All schoolwork will be made up and will count toward the student's grades.

LIGHTERS AND INCENDIARY DEVICES

Lighters, matches, and other incendiary devices are not allowed in school. They will be confiscated and a serious consequence will be assigned to the person or persons who had them in their possession.

OUT-OF-SCHOOL SUSPENSION (DISMISSAL)

Suspension from school or a class may be for a period of time up to and including ten days, to be imposed by an administrator after an administrative conference. Students may not be dismissed unless nonexclusionary discipline has been exhausted and there is an ongoing serious safety threat to the child or others. Students in grades PreK-3 may not be dismissed for more than one day. Within 48 hours of the suspension, a letter will be sent to the parents and the student detailing the reason for the suspension and the procedure for readmission. Suspension

procedures, however, do not apply to dismissal for one school day or less. Supervision policies and guidelines of the State of Minnesota are followed as stated in Chapter 572-S.F. No.2580 Sections 127.26-127.40. A student suspended from school is not able to attend or participate in school activities during the suspension days and is not allowed on any school grounds without advance approval from the principal. When a student returns from an Out-Of-School Suspension that was a result of a classroom incident, a parent-teacher conference may be scheduled with the staff member(s) involved to establish classroom expectations.

RESPECT FOR SCHOOL PROPERTY

The maintenance of any building is a necessary and continuous effort. Our custodians work hard to provide a clean and well-kept building for students and staff. Students who damage, disturb, or destroy property will be required to pay for damages. We realize that accidents do happen. If a student destroys property without intent, he/she will still be responsible for the damages.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Sexual harassment is a form of sex discrimination, which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.JC. 200e, et seq., and MN Statute 363.01-.14, the Minnesota Human Rights Act. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

It is the policy of Independent School District #177 to maintain a learning and working environment that is free from sexual harassment and sexual violence. The school district prohibits any form of sexual harassment and sexual violence.

It shall be a violation of this policy for any student or employee of the School District to harass a student or employee through conduct or communication of a sexual nature as defined by this policy.

It shall be a violation of this policy for any student or employee of School District #177 to be sexually violent to a student or employee.

The School District will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence, and to discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the School District.

The building principal is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level.

A copy of the complete Sexual Harassment and Sexual Violence policy may be acquired in the District Office, High School Principal's Office, Elementary Principal's Office, Counselor's Offices, or Nurse's Office.

SMOKING, POSSESSION OF CIGARETTES/TOBACCO PRODUCTS, ALCOHOLIC BEVERAGES, UNPRESCRIBED DRUGS, OR CONTROLLED SUBSTANCES

A student shall not knowingly, buy, sell, possess, use, transmit, be under the influence of, or show any effect of any narcotic drug, a hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, cigarette or e-cigarette, tobacco product, or intoxicant of any kind while on school property. If an administrator has reason to believe that an illegal act or violation of school rules has been committed, he or she is authorized to search the student and his or her property or school property and confiscate any contraband. Law Enforcement agencies may be contacted. Students who violate the rule against alcoholic beverages, un-prescribed drugs, tobacco products, or controlled substances may be suspended from school for up to and including ten days and may be excluded from after-school activities as a spectator for a period of time determined by the school administrator. The student may also be referred to the Student Assistance Team for evaluation.

WEAPONS

"Weapon" means any firearm whether loaded or unloaded; any device or instrument designed as a weapon or, through its use, capable of threatening or producing great bodily harm or death; or any device or instrument that is used to threaten or cause bodily harm or death. Some examples of weapons are guns (including pellet guns, look-alike guns, and non-functioning guns that could be used to threaten others); knives; clubs; metal knuckles (used in a threatening manner); throwing stars; explosives; stun guns; ammunition. A student that finds a weapon on the way to school or in the school building and immediately takes the weapon to the principal's office shall not be considered in possession of a weapon.

Possession of a weapon may result in:

1. Confiscation of the weapon.
2. An initial suspension of up to 10 days.
3. Law Enforcement referral, and

4. A recommendation to the Superintendent that the student is expelled.

"Possession" refers to having a weapon on one's person, or in an area subject to one's control on school property or at a school activity. Possession of a weapon on school property is a violation of Minnesota Law and is considered a felony. Violations of the terms of Minnesota Law will result in penalties including expulsion from school in addition to significant fines and prison.

"Assault" is a threat of bodily harm or death to another person, without physical contact. A threat will result in a parent/guardian conference and may lead to suspension of up to ten days. A student who threatens bodily harm or death to another without physical contact while in possession of a weapon shall be dealt with under the preceding section of this policy dealing with "weapons."

School Bus Rules

School bus transportation is a privilege, not a right! Infractions will be reported and disciplinary action will be taken with the following guidelines:

BUS EXPECTATIONS

Expectations of student behavior while on a school bus closely mirror that of the schools. Bus safety is of the utmost importance for both the rider and the driver, as such administration and the transportation department work closely together to resolve any unsafe situations. Infractions will be reported and disciplinary action will be handled by the transportation director, and/or administration.

BUS EAGLE PRIDE MATRIX

EAGLE PRIDE	BUS
Respect for Self	• **Stay in your seat** • **Face forward**

Respect for Others	• **Be prompt** • **Be patient** • **Keep hands and feet to yourself**
Respect for Environment	• **Keep feet on the floor** • **Keep food and beverages off the bus** • **Pick up after yourself**
Be Responsible	• **Pick up trash** • **Take belongings**

Eagle Pride Matrix

1) Immediately follow the directions of the driver.
2) Sit in your seat facing forward.
3) Talk quietly and use appropriate language.
4) Keep all parts of your body inside the bus.
5) Keep arms, legs, and belongings to yourself.
6) No horseplay, fighting, harassment, or intimidation.
7) Do not throw any object.
8) No eating, drinking, or use of tobacco or drugs.
9) Do not bring any weapon, weapon replica, or dangerous objects on the school bus.
10) Do not litter or damage the school bus.
11) The bus driver is authorized to assign seats.

BUS STOP RULES

1) Get to your bus stop five (5) minutes before your scheduled pick-up time.
2) Respect the property of others while waiting.
3) Keep arms, legs, and belongings to yourself.
4) Use appropriate language.
5) Stay away from the street, road, or highway. Wait until the bus stops before approaching the bus.
6) After getting off the bus, move away from the bus.
7) If you must cross the street, always cross in front of the bus. Wait for the driver to signal to you before crossing the street.
8) No horseplay, fighting, harassment, or intimidation.

9) Possession/use of alcohol, tobacco, or drugs is not allowed.

CONSEQUENCES

Bus safety is of the utmost importance for both the rider and the driver, as such administration and the transportation department work closely together to resolve any unsafe situations. Infractions will be reported and disciplinary action will be handled by the transportation director, and/or administration.

Consequences for school bus or bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be at the sole discretion of the School District. Parents or guardians will be notified of any suspension of bus privileges.

BUS PASSES PROCEDURE

Students (K-4) must bring a note from a parent to the elementary office, or a parent must call the K-4 office where a bus pass will be issued for a student to ride the school bus to a non-registered location, or for a student not registered to ride a bus. It is important to have all written and/or phone messages for bus passes include the following each time a request for a bus pass is made:

- an exact street address for the drop
- a first name & last name of the individual responsible for the student at the drop, which would be the name of another student or an adult at the drop-off location (please be specific and do not use descriptions such as “grandma’s house,” “daycare,” etc.)

If you are requesting a pick-up or drop at a non-registered location, please contact the transportation office to determine if the location is on a bus route. To have an additional passenger on the school bus, the student must bring a permission note for a bus pass. Individual bus passes are available on a limited basis for up to two students per rider. If your child is having a birthday party or friends over, we ask that you provide the transportation on that day. Students are not allowed to get off at a different location on their regular bus route without a bus pass.

CRIMINAL CONDUCT

In cases involving criminal conduct (for example, assault, weapons possession, or vandalism), the superintendent, administration, local Law Enforcement officials, and the Department of Public Safety will be informed.

RECORDS

Records of school bus and bus stop misconduct will be forwarded to the principal and will be retained. Reports of serious misconduct will be provided to the Department of Public Safety.

REPORTABLE OFFENSE

Reportable Offenses, which must be reported to police, include misbehavior causing an immediate and substantial danger to self or surrounding persons or property under Section 127.29 (Minn. Statute Section 169.4582).

VANDALISM or DAMAGE TO SCHOOL BUS(ES)

Students damaging school buses will be responsible for damages. Failure to pay such damages or make arrangements to pay may result in the loss of bus privileges until damages are paid.

Be Responsible Be Proud Be Respectful



Windom Eagles Soar Higher

Windom Area Schools

District Office
PO Box 177
Windom, MN 56101

Phone: 507-831-6901
Fax: 507-831-6919

Windom Area
Middle/High School

Phone: 507-831-6910
Fax: 507-831-6919

Windom Area
Elementary

Phone: 507-831-6925
Fax: 507-831-6919

www.windom.k12.mn.us

2026-2027 Milk Quotation Summary

Reviewed: July 16, 2026

Dairy Products	Prairie Farms**	Kemps
1% Milk ½ Pint Carton	$0.3555	Declined to bid due to increasing logistics costs and staffing needs in our area.
Skim Milk ½ Pint Carton	$0.3609	
Chocolate Flavored Skim Milk ½ Pint Carton	$0.3817	
Strawberry Flavored Skim Milk ½ Pint Carton	NA	
1% Milk Gallon Container	$5.1281	
Skim Milk Gallon Container	$5.1426	
Unflavored Whole Milk Gallon Container	$5.1026	
Unflavored Whole Milk ½ Pint Carton	$0.3751	
Unflavored 2% Milk ½ Pint Carton	$1.2828 (14 oz)	
Chocolate Flavored 1% Milk ½ Pint Carton	$1.2828 (14 oz)	
Chocolate Flavored 2% Milk ½ Pint Carton	$1.2828 (14 oz)	
Nonfat Yogurt – Vanilla 24oz	$2.3108	
Nonfat Yogurt – Various Flavors 4oz	NA	
Cottage Cheese 1% Milkfat 5lbs	NA	
Cottage Cheese 2% Milkfat 5lbs	$11.7145	
Sour Cream Lite 5lbs	$10.5425	

**Pricing quote is based on a milk escalator/de-escalator pricing clause.

INDEPENDENT SCHOOL DISTRICT NO.177

PO BOX 177

WINDOM, MINNESOTA 56101

Specifications for milk quotation:

1. The milk is to be either 1%, skim, chocolate flavored skim or strawberry flavored skim and requested in half pint carton lots

2. Flavored milk must follow the USDA guidelines for the School Nutrition Program and contain no more than 10 grams of added sugar per 8 fluid ounces.

3. The SFA, by participating in the federal school meal programs, is required to purchase domestic commodities and products for school meals to the maximum extent practicable. Domestic commodity or product means an agricultural commodity produced in the U.S. and a food product processed in the U.S. substantially (at least 51 percent) using agricultural commodities which are produced in the U.S. (7 CFR 210.21, 220.16).

4. The successful bidder must agree to provide cooling facilities for carton milk at any of the school sites as needed as approved by the Food Service Director.

5. The quoted price is to include all delivery charges. Deliveries are to be made on a schedule arranged with the Food Service Director to four locations (Windom Area Middle/High Building- 1400 17th St., Windom Area Elementary Building- 1200 17th St., Highland Early Learning Center- 68 10th St., SWWC Winfair Building- 1454 6th Ave.)

6. Delivery of the milk is to be made during the period of August 2026 to August 2027.

Bid “A” 1% Milk in half pint cartons

The (Name of Bidder) Prairie Farms agrees to supply 1% milk in half pint cartons to Independent School District No. 177, Windom, Minnesota, according to the specifications above (not to include the bulk milk containers, dispensers and cooling facilities) during the 2026-2027 school year at a price of .3555 per half pint carton.

Bid “B” Skim Milk in half pint cartons

The (Name of Bidder) Prairie Farms agrees to supply Skim milk in half pint cartons to Independent School District No. 177, Windom, Minnesota, according to the specifications above (not to include the bulk milk containers, dispensers and cooling facilities) during the 2026-2027 school year at a price of .3609 per half pint carton.

Bid “C” Chocolate Flavored Skim Milk in half pint cartons

The (Name of Bidder) Prairie Farms agrees to supply Chocolate Flavored Skim milk in half pint cartons to Independent School District No. 177, Windom, Minnesota, according to the specifications listed above (not to include the bulk milk containers, dispensers and cooling facilities) during the 2026-2027 school year at a price of .3817 per half pint carton.

Bid “D” Strawberry Flavored Skim Milk in half pint cartons

The (Name of Bidder) Prairie Farms agrees to supply Strawberry Flavored Skim milk in half pint cartons to Independent School District No. 177, Windom, Minnesota, according to the specifications listed above (not to include the bulk milk containers, dispensers and cooling facilities) during the 2026-2027 school year at a price of NA per half pint carton.

The above quotations are based on the Class 1 Federal Order # 32 price of raw milk announced for July (bid month).

The bid month federal order price for Class 1 milk shall be the base for any increase or decrease in the milk quote. If during the delivery month the federal order price increases or decreases $.10 cwt from the quote month, the milk quote shall be adjusted $0.00054 per half pint.

The Board reserves the right to accept the low quote of each contract separately.

Additional quotes are requested on:

1.	1% Milk in Gallon Containers	$ 5.1281	per gallon
2.	Skim Milk in Gallon Containers	$ 5.1426	per gallon
3.	Unflavored Whole Milk Gallon Containers	$ 5.1026	per gallon
4.	Unflavored Whole Milk Half Pint Cartons	$ .3751	
5.	Unflavored 2% Milk Half Pint Cartons	$ 1.2828	14oz
6.	Chocolate Flavored 1% Milk Half Pint Cartons	$ 1.2828	14oz
7.	Chocolate Flavored 2% Milk Half Pint Cartons	$ 1.2828	14oz
8.	Nonfat Yogurt- Vanilla 24oz	$ 2.3108	
9.	Nonfat Yogurt- Various Flavors 4oz	$ NA	
10.	Cottage Cheese 1% milkfat 5 LB	$ NA	
11.	Cottage Cheese 2% milkfat 5LB	$ 11.7145	
12.	Sour Cream Lite 5 LB	$ 10.5425	

Company Prairie Farms

Address 1200 West Russell - Sioux Falls, SD 57104

Representative Dana Hunzeker

Printed Name Dana Hunzeker

Title Sales Analyst

Date 07/01/26

Jul-26

Sioux Falls Office
1200 West Russell
Sioux Falls, SD 57104
Office: (605) 336-1958 - Fax: (605) 336-7206

7020

Windom Area Schools
Windom, MN

Thank you for the opportunity to bid on your schools dairy program for the upcoming school year.
Please see the below bid prices quoted for the month printed in the top right corner.

If you have any questions regarding your bid, please contact Dana Hunzeker at:
Email: dana_hunzeker@prairiefarms.com or Voicemail: (800) 568-6616 Ext: 5062

	Case Pack	Item #	Escalator Price
8oz PF Whole (Paper)	50	1165	0.3751
8oz PF 2% (Paper)	50	1331	0.3640
8oz PF 1% (Paper)	50	4752	0.3555
8oz PF Fat Free Skim (Paper)	50	5404	0.3609
8oz PF Whole Chocolate (Paper)	50	***NEW***	0.4086
8oz PF 1% Chocolate (Paper)	50	1555	0.3737
8oz PF Fat Free Skim Chocolate (Paper)	50	6926	0.3817

Ship To's:

9918	WINDOM AREA HIGH SCHOOL NCO
10627	WINDOM EARLY CHILDHOOD
10628	WINDOM SWWC ELC & ALC
9903	WINDOM WINFAIR ELEMENTARY

Prairie Farms is proud to support the
Whole Milk for Healthy Kids Act
returning whole and 2% milk to school meal programs.

	Case Pack	Item #	Escalator Price
Gallon PF Whole	4	1060	5.1026
Gallon PF 2%	4	1229	5.1171
Gallon PF 1%	4	1350	5.1281
Gallon PF Fat Free Skim	4	1421	5.1426
Gallon PF Whole Chocolate	4	17002	5.7433
Gallon PF 1% Chocolate	4	4994	5.3481
Half Gallon PF Buttermilk	9	5684	2.5697
Gallon PF Orange Juice	4	1952	5.6906
8oz PF Orange Juice	50	1966	0.4230
5LB PF Cottage Cheese 4% or 2%	2	33244	11.7145
5LB PF Sour Cream Reg	2	33245	10.5425
24oz PF LF Yogurt (Plain, Van, Straw, Peach, Bberry)	6	24837	2.3108
Half Gallon PF IC Mix 5% Van or Choc	9	22303	4.3124
14oz PF UHT Milks	12	29586	1.2828
8oz PF **Lact. Free** 1% (Shelf Stable)	27	34255	0.7055
8oz PF **Lact. Free** 1% Choc (Shelf Stable)	27	36142	0.7055
HG PF ESL **Lact. Free** (VD, 2%, 1%, Choc)	6	26395	4.1480
16oz PF **Lact. Free** Sour Cream	6	35476	2.8770
16oz PF **Lact. Free** Cottage Cheese	6	35475	3.0308

Please fill in the below and email to **dana_hunzeker@prairiefarms.com** along with any other public competitive bids.

Accept or **Decline**

First Day of School:

Food Service Director:

Phone #:

Email:

If you are interested in learning more about our WEB Ordering process, please email Dan at dan_cieklinski@prairiefarms.com.

Milk Escalator / De-Escalator Pricing Clause

The pricing quote is based on the 2026 Federal Milk Marketing Order for Class I Skim and Class I Butterfat for the month noted in the top right corner of your bid. This pricing is subject to change as the cost of raw milk changes each month according to the USDA Federal Milk Market Price Announcements. The cost of milk fluctuates up and down each month based on the cost changes in raw milk. Changes of a minimum of $0.15 per CWT (up or down) will move the cost of a half-pint $ 0.001.

Prices will also be adjusted based on cost changes in packaging, ingredients, labor, fuel, juice concentrate and re-sale products. All price changes will become effective on the first day of the month following the price announcement. We have been notified of a June 1st cost increase in packaging as well as coco powder. This may equate with an increase of $0.012 on white milk and $0.019 on flavored milk but is subject to be slightly low or higher depending on the actual increase at that time.

August 7, 2023

Prairie Farms Dairy Buy American Provision

Our cooperative represents over 600 dairy farm families, and we have been part of American agriculture since 1938. We can proudly say that Prairie Farms Dairy has provided students with milk's 13 essential nutrients since the Richard B. Russell National School Lunch Act was signed into law by President Harry Truman in 1946. Even though the program has changed throughout the years, one fact has remained constant - Prairie Farms has provided healthy, nutritious milk for students without interruption.

Fluid milk processed by Prairie Farms Dairy is a domestic agriculture food component that counts toward a reimbursable school meal. Therefore Prairie Farms Dairy certifies that 100% of the fluid milk sold to school food authorities (SFAs) complies with the USDA Buy American Provision. Prairie Farms' fluid milk is manufactured in the United States of America and meets all applicable state and federal regulations.

Certified by:

Prairie Farms Dairy, Inc.
3744 Staunton Road
Edwardsville, Illinois 62025

JUNE 2026

Independent School District No. 177-WINDOM

We regret that we will not be submitting a bid at this time due to increasing logistics costs and staffing needs for your area.

We would, however, like to remain on the bidder's list as circumstances may change in the future.

If you are looking for an additional bid, we would suggest contacting your current foodservice provider for milk pricing.

Sincerely,

Debra Carlson

DFA Kemps Le Mars
Attn: Debra Carlson
1345 12th Ave SW
Le Mars, IA 51031
E-Mail: debra.carlson@kemps.com
Phone: 712-548-5805

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

BE IT RESOLVED by the School Board of Independent School District No.177, State of Minnesota as follows:

(a) 1. It is necessary for the school district to hold its general election for the purpose of electing three school board members for terms of four (4) years each.

(b) The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

1. The general election is hereby called and elected to be held in conjunction with the state general election on Tuesday the 3rd day of November 2026.

2. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district, and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as for the state general election.

3. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least eighty-four (84) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

4. The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on Election Day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on Election Day.

5. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or

understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.

6. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

General Election Ballot

Independent School District No. 177
(Windom Area Schools)

November 3, 2026

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: .

School Board Member
Vote for Up to Three

 Candidate U

 Candidate V

 Candidate W

 _____
write-in, if any

 _____
write-in, if any

 _____
write-in, if any

Optical scan ballots must be printed in black ink on white material, except those marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

7. The name of each candidate for office at this election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

8. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of $1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than $1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The individuals designated as judges for the state general election shall act as election judges for this election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit them to the school board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.

10. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02, available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

Member _____ seconded the motion.

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted by Independent School District No. 177,

(Windom Area Schools), State of Minnesota, this 27th day of July, 2026

By:_____ By:_____

School Board Chair School Board Clerk

506 STUDENT DISCIPLINE

[NOTE: School 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 district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school 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 board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school 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 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 board, with the participation of school 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 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 Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school 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 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 for the education of the pupil during the dismissal period.

C. The school 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 district or is awaiting enrollment in a new district, the school 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 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 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 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 district website.

V. AREAS OF RESPONSIBILITY

A. The School Board. The school board holds all school personnel responsible for the

maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent 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 board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school 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 the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

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. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel. All school 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. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

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

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 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 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 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 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 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'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 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 district's Weapons Policy;

14. Violation of the school 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 district's Internet Acceptable Use and Safety Policy;

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

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

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school 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 district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school 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 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 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 district personnel;

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

44. Violation of the school 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 district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school 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 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 district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school 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 district must not withhold recess from a student based on incomplete schoolwork.

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

F. The school 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 district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school 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 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 district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school 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 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 district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school 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 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 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 district employees, the student or other students, or the property of the school;

3. Willful violation of any school 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 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 district based upon individual district practices, procedures, and preferences. School 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 administrator, or other school district employee;

2. Specify required approvals necessary;

3. Specify paperwork and reporting procedures.

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

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

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

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

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

3. Whether student must be accompanied;

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

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

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

1. Specification of procedures;

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

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

1. Specification of Procedures;

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

H. Students with a Disability; 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 student with a disability 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 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 Statutes, 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;

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031; and

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 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 district shall not dismiss any student without attempting to 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.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

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 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 personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

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 n~~N~~onexclusionary 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 administration, under rules promulgated by the s~~S~~chool b~~B~~oard, 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 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 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 principal or other person having administrative control of the school building or program is encouraged to designate a district or school 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 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 less than one day, 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 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-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school 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 district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate

assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

7. The school 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 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 administration notifies a student of the grounds for suspension, school 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 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 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 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 board.

2. "Exclusion" means an action taken by the school 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 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 district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the 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 district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school 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 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 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 board may appoint an attorney to represent the school 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 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 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 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 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 board and served upon the parties within two (2) days after the close of the hearing.

17. The school 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 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 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 board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school 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 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 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 district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

The policy of the school 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 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 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 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 district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school 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 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 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 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 for consideration by the school 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.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
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. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
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)

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 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's decision shall be final.

C. Program Design

1. The superintendent, 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 district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness.

2. The school 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 district 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 district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school 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 district 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). The procedures must be sensitive to underrepresented groups.

Legal References:
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.15 (Gifted and Talented Students Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)
Minn. Stat. § 124D.02 (School Board Powers; Enrollment)

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)

516.5 OVERDOSE MEDICATION

[NOTE: The 2023 Minnesota legislature enacted legislation requiring school districts to maintain a supply of opiate antagonists. School 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 medication. 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 district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)[i], 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 district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school 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 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 district and its employees by law; (2) that the school 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 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 district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school 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 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 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.

[NOTE: The Minnesota Department of Education offered guidance regarding the meaning of "school site." If a school site includes multiple buildings, the two-dose requirement applies to buildings used for instruction. It does not apply to administrative buildings, facility buildings, ice arenas, and similar buildings not used for instruction.]

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. <u>District Collaborative Planning and Implementation Team</u>

To the extent Naloxone is obtained for use consistent with this policy, the school 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 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 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 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 board. Once approved by the school 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 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 district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;

   c. Direct school 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 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 District Staff

School 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.

G. The school district allows a student in grades 9 through 12 to ~~possess and~~ administer an opiate antagonist to another high school student. The protections of Minnesota Statutes, section 604A.04 apply to the possession and administration of opiate antagonists according to Minnesota Statutes, section 121A.224.

[NOTE: The 2025 Minnesota legislature enacted paragraph G. This provision is optional: school districts are not required to adopt paragraph G.]

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 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 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 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 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 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. § 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~~

Resources: Minnesota Department of Health, School Toolkit on Naloxone Administration in School Settings

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

Adopted: 4/12/2010 *Orig. 2005*
~~*Revised: 6/18/2025*~~ ~~*Rev. 2025*~~
Revised: 6/5/2026 *Rev. 2026*

533 WELLNESS

I. PURPOSE

The purpose of this policy is to set forth methods that promote and protect students' health, well-being, and ability to learn by supporting healthy eating and physical activity. Our goal is to promote the development of student skills in making lifelong healthy choices.

II. GENERAL STATEMENT OF POLICY

A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.

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

C. The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.

D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive. The Center for Disease Control (CDC) recommends all children and adolescents do 60 minutes or more of physical activity each day. The district will strive to offer a Comprehensive School Physical Activity Program by encouraging student participation in, before, and after school activities, physical education, recess and classroom physical activity to promote learning readiness.

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

III. GUIDELINES

A. Foods Available at School

1. Foods and beverages available during the school day should include a variety of healthy choices that are of excellent quality, appealing to students, and served at the proper temperature.

2. Foods and beverages available during the school day should promote and encourage student consumption of a diet rich in fruits, vegetables, fiber and low fat dairy and protein foods, 0 trans fat, and low in total and saturated fat, sodium and refined sugar. In addition, highly processed foods should be kept to a minimum.

3. Food and beverage providers should offer age-appropriate portion sizes for elementary, middle, and high school students being consistent with all federal, state, and local laws, rules, and regulations.

4. The school district will ensure students have the opportunity to eat during club, organizational meetings and activities that are held during mealtimes.

5. The school district will work toward providing nutrition information for products offered in a la carte and school stores and should be available when possible. Healthy food and beverage choices should be available at these locations.

6. Drinking water should be conveniently available for students at all times.

7. Sugar-sweetened and soda pop beverages should not be available to students during the school day.

8. Beverage and other vending machines will be available to students as permitted by applicable state and federal laws regarding hours of operation. However, soda pop will not be sold until the conclusion of the school day. There are no vending machines with pop in for student access. Staff lounges may be exempt from this requirement.

9. The Meal Charge Policy #714 will be used to establish consistent meal account procedures for Windom Area Schools, ISD 177. Procedures for unpaid balances of family meal accounts are addressed in this policy.

B. Foods Available from Food Services/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.

2. The school food service program will promote healthy food choices through menu preparation, food choices and information to students.

3. The school district food service director is responsible for the school district's food service program. Duties shall include helping all school stakeholders meet the nutrient guidelines for foods and beverages available to students during the school day and at school-sponsored events.

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

5. The school district will make every effort to prevent the overt identification of students who are eligible for free and reduced-price school meals. The Application for Educational Benefits are made available to all households at the beginning of the school year on the Windom ISD #177 school website home page under the Food Service tab, in the fall Windom ISD #177 school newsletter, online in the Student record system, and at class orientations prior to the school year beginning.

6. The school district will provide students access to hand washing or sanitizing before meals and snacks.

7. Schools will provide students with at least 20 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch; schools will schedule meal periods at appropriate times.

8. Students will be encouraged to participate in the schools' School Breakfast Program (SBP) and the National School Lunch Program (NSLP) through the Healthy Hunger-Free Kids Act following the USDA School Nutrition guidelines.

9. Breakfast is seen as an important meal for student's readiness to learn. Therefore, school food service will offer breakfast:

    a. Beverages available: 1% or skim milk, 100% fruit juice or water

    b. Foods: Foods offered as breakfast options should meet the nutrient criteria as established by breakfast meal patterns from Healthy Hunger-Free Kids Act.

10. Food and beverages ~~served and~~ sold during the school day on campus or through a la carte during lunch time will meet the USDA's smart snacks in School Nutrition Standards. See Appendix A.

11. School-based marketing will be consistent with nutrition education and health promotion. The following guidelines apply:

a. Schools may consider restricting food and beverage marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards. Marketing of unhealthy brands may be limited. This could be in educational materials, school publications and fundraising. ~~(2024)~~ Only food/beverages marketed or advertised must be items that meet Smart Snacks nutrition Standards.

12. The school district will support the development of farm to school programs, a school garden, foods grown in the Ag Department, or foods prepared with the FACS Department. These programs can promote healthier lifelong eating patterns to encourage students to eat more nutritious foods, and support the local economy and the local farmers, as well as teach students about the origins of their foods and how their food is grown.

C. Foods provided from the school, outside of School Food Service

1. Vending foods that are available should include a variety of choices of nutritious foods, such as fruits, vegetables, whole grains, and low-fat or nonfat dairy foods and Smart Snacks approved. This would include all school stores selling foods.

2. Classroom birthday celebrations will be encouraged to use healthy choices, including healthy snack options and/or physical activity opportunities. Other ways to recognize are offered in Appendix B.

3. Classroom parties or celebrations (that are not part of birthday celebrations) such as holiday parties or recognition parties should be limited to once a month and may include food brought in from parents. Parents will be encouraged to bring in foods listed from the "Windom Schools Suggested healthy snacks for classroom parties List" (see appendix B). Water is encouraged as the beverage of choice for classroom celebrations. Foods must be purchased from an approved source, no homemade items are allowed.

4. No competitive foods or beverages may be sold during the school day.

5. Encourage healthy food and drink options served to students at functions such as sports, plays, music celebrations, and other celebrations to encourage healthy choices when on campus. (2024)

D. Nutrition Education and Promotion

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

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

b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, family consumer science, social sciences, and elective subjects such as school garden teaching tools and growing hydroponic labs, where appropriate; and

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

2. Classroom education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities and screen time.

3. Classroom education promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition policies.

4. The school district will encourage all students to make age-appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte lines, vending machines, fundraising events, concessions stands and student stores using the Smart Snack Guidelines. Water and non caffeinated beverages will be offered for fundraising events. (2024)

5. Schools will encourage non-foods as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as punishment. Schools will encourage school staff to use physical activity as a reward for academic performance or good behavior, as appropriate.

E. Physical Activity

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

2. District will evaluate ways to meet physical education recommendations suggested by the Minnesota Academic Standards in Physical Education.

3. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

4. All physical education classes will be taught by licensed physical education teachers.

5. Classroom teachers are encouraged to provide short physical activity breaks in the classroom every day. This could include utilizing classroom energizers for break times or incorporating movement in academic subjects. Classroom teachers are encouraged to offer physical activity breaks prior to testing or any extended periods of sitting.

6. All elementary school students will have at least 20 minutes of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Administration will consider scheduling recess prior to lunch in grades K-3, when space and schedules are available.

7. The school district will encourage walking and bicycling to school as the preferred transportation modes for students who resided within close proximity to school.

F. Communications with Parents

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

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

3. The school district encourages parents to pack healthy lunches and snacks that meet nutritional guidelines (see Appendix A and B) and refrain from beverages and foods without nutritional value. A Healthy Snack Plan letter will be provided to parents at the beginning of the school year.

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

IV. IMPLEMENTATION AND MONITORING

A. After approval by the school board, the wellness policy will be implemented throughout the school district.

B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service director, the building principal, or the superintendent's designee, as appropriate.

C. The school district's food service director will provide nutrition updates to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.

D. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.

E. Building principals, teachers, and staff will implement and monitor those sections of the Wellness Policy related to classroom instruction and activities, physical activity, and nutrition education. They will ensure the policy for food and beverage consumption is followed throughout the school day.

F. The Wellness Committee will review implementation and suggested changes to this policy every 3 years or as recommended by the USDA. The school community including parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators are welcome to participate in Wellness Committee meetings.

G. The rule requires that Local Education Agency (LEA) must make available to the public:

a. The wellness policy, including any updates to and about the wellness policy on an annual basis at a minimum and
b. The Triennial Assessment, including progress toward meeting the goals of the policy. This will be completed by the Wellness Committee.

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy) 42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: School Wellness Policy Official: Windom Area Schools Food Service Director
Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org

and www.actionforhealthykids.org/filelib/toolsforteams/recom/MN-Healthy%20Foods%20for%20Kids%208-2004.pdf
Center for Disease Control and Prevention, www.cdc.gov
http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html

Healthy-Hunger Free Kids Act of 2010,
http://www.fns.usda.gov/cnd/governance/legislation/cnr_2010.htm
Action Guide for School Nutrition and Physical Activity Policies,
http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=322436

Appendix A: Nutrient criteria and guidelines from Alliance for a Healthier Generation
Appendix B: Healthy Snack choices for Milk Break and Classroom Celebrations

APPENDIX A: Nutrient criteria and guidelines from Alliance for a Healthier Generation

Foods and beverages are available in schools and school-related events through a number of different opportunities including:

- Foods and beverages served as part of the School Breakfast and School Lunch Program in the cafeteria
- Foods and beverages offered in the cafeteria on a la carte or snack lines
- Foods and beverages offered in the classrooms as part of celebrations and special events
- Foods and beverages offered at school-sponsored extra-mural events

School staff want to offer healthy foods and beverages to students but it is often difficult to define "Healthy" food or beverage. The following criteria, which are based on the Institute of Medicine's recommendations from the "Nutrition Standards for Foods in School" (2007), are meant to serve as a guideline for how to evaluate the healthfulness of foods and beverages offered to students in schools. These nutrient guidelines are particularly helpful when evaluation the healthfulness of pre-prepared and portioned foods available from vendors.

I. Evaluating the healthfulness of **Foods** offered (Entrees, Snacks and Side Dishes).

- The percent of calories from total fat should not exceed 35% of total calories
- The percent of calories from saturated fat should be less than 10% of total calories
- There should be no trans fat in the product
- The product should contain no more than 35% of calories from total sugars
- For packaged SNACKS, the total calories should not exceed 200 calories per portion
- EXCEPTIONS TO THESE CRITERIA MAY INCLUDE:
  Nuts and nut butters (they contain more than 35% of calories from total fat but are recognized as healthy food)

  Low fat yogurt (yogurt may contain more than 35% of calories from totals sugars but are recognized as healthy food)

II. Evaluating the healthfulness of **Beverages** offered.

- Milk offered should be skim or 1% milk. Skim milk may be flavored.
- 100% fruit juice may be offered with an attempt to limit the portion size to no more than an 8-oz portion
- Bottled waters may be offered
- No sugar-sweetened beverages should offered, including fruit drinks, soda, sports drinks, sweetened teas or coffee drinks

APPENDIX B: Healthy snacks for elementary classroom (including milk break)

Fruits:

1. Clementine oranges
2. Bananas (should be cut in half)
3. Grapes (washed and taken off the stem)
4. Dried fruits (raisins, cranberries, blueberries)
5. Apples
6. Pears

Raw vegetables with low-fat dip or salsa:

1. Carrots
2. Pea Pods
3. Celery
4. Cherry Tomatoes
5. Jicama sticks
6. Pepper strips

Cookies/Crackers:

1. Unfrosted animal crackers (serving size = ¼ to ½ cup)
2. Teddy Grahams (serving size = ¼ to ½ cup)
3. Graham crackers (serving size = 1 square)
4. Whole-wheat crackers (serving size = 5-10) Pretzels or Popcorn
5. Quaker Chewy Granola bars
6. Whole grain tortilla chips

Low fat dairy products: (must be refrigerated or stored with an ice pack until served)

1. Low fat yogurt
2. Part Skim mozzarella sticks

721 PROCUREMENT POLICY

[NOTE: School districts are required by the federal Uniform Grant Guidance (UGG) regulations, 2 Code of Federal Regulations, part 200, to have the policies that establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, the United States Office of Management and Budget increased the threshold dollar amounts for both simplified acquisition costs ($250,000) and micro-purchases ($10,000). In addition, school districts must comply with Minnesota laws on procurement.]

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing school districts.

II. DEFINITIONS

A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).

B. "Competitive procurement process" means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 471.345.

C. "Contract" means a legal instrument by which the school district purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the school district considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

D. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

E. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the school district for financial statement purposes, or $10,000.

F. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. below:

1.

a. The federal financial assistance that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101; or

b. The cost-reimbursement contract under the federal Acquisition Regulations that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101.

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2) of the definition of *Federal financial assistance* in 2 Code of Federal Regulations 200.1, or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

G. "Grants" includes

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

[NOTE: All requirements outlined in this policy apply to both direct grants and state-administered grants.]

H. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

I. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.

J. "Severance pay" is a payment in addition to regular salaries and wages by the school district to workers whose employment is being terminated.

K. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. PROCUREMENT METHOD OPTIONS

A. Procurement by micro-purchase

The acquisition of supplies or services when the aggregate dollar amount of the procurement transaction does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations, subpart 2.1 or as periodically adjusted for inflation).

[NOTE: Minnesota school districts may choose to increase their federal micro-purchase threshold to $25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold. The annual certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal Regulations, section 200.520 for the

most recent audit; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]

B. Procurement by small purchase procedures

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of $175,000. If a small purchase procedure is used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the school district may exercise judgment in determining what number is adequate.

[NOTE: Despite the federal government's increase in the dollar cap for small purchases to $250,000, Minnesota Statutes, section 471.345 limits the cap for small purchase procedures to $175,000.]

C. Procurement by sealed bids (formal advertising)

This procurement method involves a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

D. Procurement by competitive proposals

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

E. Procurement by noncompetitive proposals

This procurement method involves solicitation of a proposal from only one source.

[NOTE: Article IV. on Conflict of Interest has been moved to Article XI. to create a seamless set of Articles regarding procurement.]

IV. GENERAL PROCUREMENT STANDARDS

A. The school district must use its own documented procurement procedures that reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach. Breaking up a procurement into smaller components to avoid the thresholds established in this policy is prohibited.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

H. Thresholds for Employee Purchases

1. The superintendent and/or **[insert title(s) as appropriate]**, in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy. Nothing in this paragraph shall be construed to waive or supersede statutory requirements relating to public contracts, competitive bidding thresholds, or school board oversight, except as expressly permitted by law.

2. Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

a. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than $1,000 and is consistent with this policy's requirements.

b. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:

(1). Superintendent: Up to **[insert dollar amount]**

(2). **[insert title]**: Up to **[insert dollar amount]**

[NOTE: The school board has the authority to determine whether to adopt Subparagraph H.2. In addition, the board may determine the employees to be included and the expenditure amounts to be authorized.]

3. Emergency expenditures and procurement authorization

Notwithstanding other provisions of this policy, including the threshold authorization above, the superintendent is authorized to approve emergency expenditures when the superintendent determines that a public exigency or emergency exists that threatens the health, safety, or welfare of students, staff, or school district property and that the expenditure cannot be delayed until the next regular or special meeting of the school board without material harm to the school district.

In an emergency, the Superintendent may authorize an expenditure in excess of the Superintendent's delegated purchasing authority, subject to the following conditions:

1. The procurement shall comply with applicable state and federal law, including the use of noncompetitive procurement when permitted by law;

2. The superintendent shall document the nature of the emergency, the basis for determining that immediate action was required, and the reason competitive procurement procedures were not used;

3. The expenditure shall be reported to the school board for ratification at the next regular or specially called school board meeting; and

4. Emergency authority under this paragraph is limited to the specific emergency circumstances and does not constitute a permanent increase in the superintendent's purchasing authority.

[**NOTE: Optional Dollar Limitation: Emergency expenditures authorized by the superintendent under this paragraph shall not exceed $_____ per occurrence, unless prior school board approval is obtained or such approval is impracticable due to the timing and nature of the emergency, in which case Board ratification shall be sought as soon as practicable.**]

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The school district must use one of the following methods of procurement when using state funds:

A. Procurements for $25,000 or less

If the amount of the contract is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for $25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding $25,000 but not $175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding $175,000

If the amount of the contract is estimated to exceed $175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts.

Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;

4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;

5. any or all bids may be rejected if there is a sound documented reason; and

6. in order for a sealed bid to be feasible, the following conditions must be present:

   a. a complete, adequate, and realistic specification or purchase description is available;

   b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

   c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number

of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;

2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and

3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by Competitive Proposals

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;

2. Proposals must be solicited from an adequate number of qualified sources;

3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

B. Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;

2. The item is available only from a single source;

3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or

5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.

2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

   a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);

   b. incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

   c. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

D. The school district must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. The school must not preclude potential bidders from qualifying during the solicitation period.

E. The school district is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

[NOTE: Thresholds are now set in Article IV.H above.]

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards

   The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the school district. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

2. Managing Equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.

c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

d. Adequate maintenance procedures must be developed to keep property in good condition.

e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. other information that the school district considers sensitive and is consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

[NOTE: See 2 Code of Federal Regulations, section 200.303, which establishes internal controls that the school district must implement.]

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management

The school district's financial management systems, including records documenting compliance with federal statues, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and tracking expenditures to establish that funds have been used in accordance with federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control and accountability.

Advance payments to the school district must be limited to the minimum amounts needed and be timed with actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the school district for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The school district administration and school board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Advance payment" means a payment that a federal agency or pass-through entity makes by any appropriate payment mechanism and payment method before the school district disburses the funds for program purposes.

2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).

4. "Omni Circular"(also known as 2 Code of Federal Regulations, part 200, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, or the Uniform Grant Guidance means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, part 200, subpart E under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. Advertising and public relations;

2. Advisory councils;

3. Audit costs and related services;

4. Bonding costs;

5. Compensation - personal services;

6. Compensation – fringe benefits;

7. Conferences;

8. Contingency provisions;

9. Depreciation;

10. Employee health and welfare costs;

11. Equipment and other capital expenditures;

12. Gains and losses on disposition of depreciable assets;

13. Insurance and indemnification;

14. Intellectual property;

15. Maintenance and repair costs;

16. Materials and supplies costs, including costs of computing devices;

17. Memberships, subscriptions, and professional activity costs;

18. Organization costs;

19. Participant costs;

20. Plant and security costs;

21. Pre-award costs;

22. Professional service costs;

23. Proposal costs;

24. Publication and printing costs;

25. Rearrangement and reconversion costs;

26. Recruiting costs;

27. Relocation costs of employees;

28. Rental costs of buildings and equipment;

29. Scholarships, student aid costs, and tuition remission;

30. Specialized service facilities;

31. Taxes;

32. Telecommunication and video surveillance costs;

33. Termination and standard closeout costs;

34. Training and education costs;

35. Transportation costs; and

36. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, part 200 and EDGAR identify certain costs that may never be paid with federal funds. The list below provides examples of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, part 200, subpart E; thus, the following list is not exhaustive:

1. Alcoholic beverages;

2. Bad debts;

3. Contingency provisions (with limited exceptions);

4. Contributions and donations

5. Entertainment (with limited exception);

6. Fines, penalties, damages, and other settlements;

7. Fundraising and investment management costs (with limited exceptions);

8. General costs of government (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));

9. Goods or services for personal use;

10. Interest (except interest specifically stated in 2 Code of Federal Regulations, section 200.449 as allowable);

11. Lobbying;

12. Losses on other Federal awards or contracts;

13. Selling and marketing;

14. Student activity costs;

15. Religious use;

16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and

18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.

2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require school districts to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three (3) situations:

   a. The school district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

   b. The school district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

   c. The school district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the DOE, MDE, and the MDE Office of Inspector General (if applicable). School districts are also required to report matters related to school district integrity and performance in accordance with Appendix XII of 2 Code of Federal Regulations, part 200. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written school district policy consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with the school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, the school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

a. They are provided under established written leave policies;

b. The costs are equitably allocated to all related activities, including federal awards; and

c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the school district's written policies.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established school district written policies.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs

Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;

2. Allowable under the cost principles set forth in the Uniform Grant Guidance;

3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Travel Costs

Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The method used must be consistent with those normally allowed in like circumstances in the school district's other activities and in accordance with the school district's established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations as a result of the school district's written policy.

In addition, when costs are charged directly to the federal award, documentation must justify that:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established written policy.

Temporary dependent care costs above and beyond regular dependent care are allowable provided that these costs are:

1. A direct result of the individual's travel for the federal award;

2. Consistent with the school district's established written policy for all school district travel; and

3. Only temporary during the travel period.

[NOTE: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 Code of Federal Regulations, section 200.208 (Specific Conditions).

If the DOE or MDE determines that noncompliance cannot be remedied by imposing specific conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: (1) Temporarily withhold payments until the school district takes corrective action;; (2)

Disallow (that is, deny both use of funds and any applicable matching credit for) costs for all or part of the activity associated with the noncompliance; (3) Wholly or partly suspend or terminate the federal award; (4) Initiate suspension or debarment proceedings as authorized under 2 Code of Federal Regulations, part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); (5) Withhold further federal awards (new awards or continuation funding) for the project or program; and/or (6) Take other remedies that may be legally available.]

X. SUBRECIPIENT MONITORING

[NOTE: MDE auditors have stated that subrecipient monitoring must be covered in policy.]

A. The school district will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in *SAM.gov* that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.

2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

    a. Required information includes:

        (1) <u>Federal award identification</u>

            i. Subrecipient's name (must match the name associated with its unique entity identifier);

            ii. Subrecipient's unique entity identifier;

            iii. Federal Award Identification Number (FAIN);

            iv. Federal Award Date;

            v. Subaward Period of Performance Start and End Date;

            vi. Subaward Budget Period Start and End Date;

            vii. Amount of Federal Funds Obligated in the subaward;

            viii. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;

            ix. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;

            x. Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);

xi. Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;

xii. Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;

xiii. Identification of whether the federal award is for research and development; and

xiv. Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).

(2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;

(3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;

(4) Indirect cost rate:

(5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and

(6) Appropriate terms and conditions concerning the closeout of the subaward.

3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:

a. The subrecipient's prior experience with the same or similar subawards;

b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;

c. Whether the subrecipient has new personnel or new or substantially changed systems; and

d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.

5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:

    a. Review financial and performance reports.

    b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.

    c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.

    d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.

6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:

    a. Providing subrecipients with training and technical assistance on program-related matters;

    b. Performing site visits to review the subrecipient's program operations; and

    c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.

7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.

8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.

9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

B. No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, agents, and board members of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, agents, or board members of the school district. Disciplinary actions may be undertaken pursuant to the school district's Discipline, Suspension, and Dismissal of School Employees policy.

The school district's Conflict of Interest policies and procedures provide additional measures regarding conflicts of interest.

[NOTE: The Minnesota Department of Education confirmed that the "written standards of conduct" required under 2 Code of Federal Regulations, section 200.318(c)(1) may appear in this policy, another policy and/or in an employee handbook. School boards may decide whether to adopt this section or address written standards of conduct elsewhere.]

C. Organizational Conflicts of Interest

If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization.

D. Disclosing Conflicts of Interest

The school district will disclose in writing any potential conflict of interest to MDE in accordance with established federal agency policies.

Legal References: Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.391 (Declaration Form)
Minn. Stat. § 471.392 (Penalty)
Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
18 U.S.C. (Crimes and Criminal Procedures)
31 U.S.C. §§ 3729–3733 (False Claims)
2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
2 C.F.R. 200 Subpart E (Cost Principles)
2 C.F.R. 200 Subpart F (Audit Requirements)
2 C.F.R. § 200.1 (Definitions)
2 C.F.R. § 200.101 (Applicability)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.208 (Specific Conditions)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319 (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.413 (Direct Costs)
2 C.F.R. § 200.414 (Indirect Costs)
2 C.F.R. § 200.415 (Required Certifications)
2 C.F.R. § 200.425 (Audit Services)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)
45 C.F.R. § 75.320 (Equipment)
48 C.F.R. Subpart 2.1 (Definitions)

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

MSBA/MASA Model Policy 210 (Conflict of Interest-School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Resources:

Minnesota Department of Education (MDE): *Procurement Handbook* [January 8, 2025] (accessed 01/07/26)
MDE: *Competitive Proposal Method* [April 2020] (accessed 01/07/26)
Office of Management and Budget: *OMB Guidance for Federal Financial Assistance (Uniform Guidance)* (accessed 02/20/26)
U.S. DOE: *Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations* (accessed 01/09/26)
U.S. DOE: *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (accessed 01/09/26)

INDEPENDENT SCHOOL DISTRICT NO. ___

PUBLIC DATA REQUEST FORM

TO BE COMPLETED BY THE REQUESTOR

REQUESTOR NAME (NOT REQUIRED):	**PHONE NUMBER:***
ADDRESS:*	**EMAIL ADDRESS:***
DATE OF REQUEST:	
DESCRIPTION OF THE INFORMATION REQUESTED: (attach additional page if necessary)	
MANNER IN WHICH RESPONSIVE DATA IS TO BE PROVIDED: **INSPECTION ONLY_____ COPIES ONLY**_____ BOTH INSPECTION AND COPIES_____**** **Inspection is free, but there is a charge for copies. Payment must be received before copies will be provided.	

FOR OFFICE USE ONLY

DATE REQUEST RECEIVED:	**REQUEST RECEIVED BY:**
DATE OF RESPONSE:	**RESPONSE PROVIDED BY:**

***** Requestor's name is optional. However, contact information is necessary to mail/email the data. Also, contact information is needed if the school district does not understand the request. We will not work on such a request until clarified.

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[NOTE: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 (MGDPA), and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 13D.02, subdivision 8, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of

parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes, section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

a. The requested data does not exist; or

b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority shall inform the requestor of the determination either orally or in writing at the time of the request, or in writing as soon after that time as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the denial was based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five (5) business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

~~**[NOTE: The 2025 Minnesota legislature enacted Subparagraph C.]**~~

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA ~~BY~~ABOUT AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within thirty (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. The school district's Protection and Privacy of Pupil Records policy addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. <u>Public Data</u>

1. The school district will charge for copies provided as follows:

a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.

b. More than one hundred (100) pages or copies of other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for **[in cash or by check]** in advance of receiving the copies.

[NOTE: The district should identify the payment methods that it will accept.]

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule, 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in Paragraph VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Safe at Home Participants and Data Privacy

Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

A. refuse to provide education services to an individual;

B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or

C. otherwise discriminate against an individual.

X. Annual Review and Posting

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:
JAMIE FRANK
WINDOM AREA SCHOOLS
507-831-6910; jfrank@isd177.com

Data Practices Compliance Official:
JAMIE FRANK
WINDOM AREA SCHOOLS
507-831-6910; jfrank@isd177.com

Data Practices Designee(s):
JAMIE FRANK
WINDOM AREA SCHOOLS
507-831-6910; jfrank@isd177.com

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)

Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Administration: *Actual Cost*
MN Department of Administration: *Copy Costs*
MN Department of Administration: *Education Data*

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 806
Orig. 1999
Rev. 2025

806 CRISIS MANAGEMENT POLICY

~~**[NOTE: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]~~

I. PURPOSE

The purpose of this ~~Model~~ Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting ~~crisis management~~ action plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

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

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

~~**[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]**~~

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures

for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

~~**[NOTE: Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section121A.035.]**~~

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]**~~

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans. See section V of this policy for a list of potential situations that should be addressed in building' crisis management plans.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]**~~

~~**[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board "may adopt the model cardiac emergency response plan provided by" the Commissioner (as of June 4, 2024, a response plan is not yet available.]**~~

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct

responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]**~~

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency

responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[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. If circumstances are such that designated evacuation areas are not able to be used and an alternative is not able to be safely established at least 50 feet from buildings, school officials will use their judgement to identify an alternative evacuation area that may be closer to a school building but which reduces exposure to hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

~~**[NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]**~~

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]**~~

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

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

~~[NOTE: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]~~

~~[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]~~

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

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

School district plans will set forth a process to internally communicate an emergency, using emergency communication apps, 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 district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]**~~

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

~~**[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 or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

~~**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]**~~

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

a. a statistically significant effect on relevant outcomes based on any of

the following:

i. strong evidence from one or more well designed and well implemented experimental studies;

ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.

b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. 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 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~~ Building Administrators 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 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, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

~~[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]~~

3. A school 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 board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. ~~SAMPLE PROCEDURES INCLUDED IN THIS POLICY~~ Situations that should be addressed in building-specific Crisis Management Plans.

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire/Explosion

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

E. Fight/Disturbance

F. Assault or Fighting

G. Intruder

H. Weapon Discovered

I. Violent Critical Incident

J. Hostage

K. Bomb Threat

L. Chemical or Biological Threat

M. Checklist for Telephone Threats

N. Demonstration/Riot

O. Suicide

P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation and Reverse Evacuation

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

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. ~~Student Victims of Criminal Offenses at or on School Property~~

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

~~**[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]**~~

~~D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]~~

~~School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.~~

~~Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.~~

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)

~~Additional~~ Resources:
I Love U Guys Foundation, *Standard Response Protocol*
https://iloveuguys.org/The-Standard-Response-Protocol.html (012325)

Safe and Sound Schools
https://safeandsoundschools.org/ (012325)

203.5 SCHOOL BOARD MEETING AGENDA

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. PROCEDURES

A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.

B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.

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

C. The tentative agenda and supporting documents shall be sent to the school board members _____ (4) days prior to the scheduled school board meeting.

D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.

E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts~~School~~

~~Board Powers~~)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

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

404 EMPLOYMENT BACKGROUND CHECKS

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

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who are ~~receive an~~ offer~~ed of~~ employment in the school and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may hire or otherwise allow an individual to provide a service to a school pending completion of a background check under Minnesota Statutes, section 123B.03, subdivision 1 or obtaining notice of a Professional Educator Licensing and Standards Board action under subdivision 1a but shall notify the individual that the individual's employment or other service may be terminated based on the result of the background check or Professional Educator Licensing and Standards Board action. The school district is not liable for failing to hire or for terminating an individual's employment or other service based on the result of a background check or Professional Educator Licensing

and Standards Board action. ~~The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check.~~

Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minnesota Statutes, section 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

[NOTE: If the school district elects to receive payment, it may, at its discretion, accept payment in the form of a negotiable instrument other than a money order or check and then pay the superintendent of the BCA directly to conduct the background check.]

C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the ~~Minnesota~~ Commissioner of the Minnesota Department of Education within the twelve (12) months preceding an offer of employment or permission to provide services.

D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:

1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;

2. the other school hiring authority conducted a criminal background check within the previous twelve (12) months;

3. the individual executes a written consent form giving the school district access to the results of the check; and

4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.

E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the

school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

Legal References: Minn. Stat. § 13.04, Subd. 4 (Rights of Subjects of Data)
Minn. Stat. § 13.87, Subd. 1 (Criminal Justice Data)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References: None

405 VETERAN'S PREFERENCE

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

I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

II. GENERAL STATEMENT OF POLICY

A. The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.

B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.

C. Veteran's preference points will be applied pursuant to applicable law as follows:

1. A credit of ten (10) points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

2. A credit of fifteen (15) points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

3. A credit of five (5) points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.

4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.

D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.

E. When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.

F. The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school district may or may not use a 100-point hiring

system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.

G. If the school district ~~rejects~~ does not select a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

[NOTE: A school district may require a veteran to complete an initial hiring probationary period as defined in Minnesota Statutes, section 43A.16.]

H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.

1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.

2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.

I. The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
Minn. Stat. § 197.455 (Veteran's Preference Applied)
Minn. Stat. § 197.46 (Veterans Preference Act)
Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)
Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

406 PUBLIC AND PRIVATE PERSONNEL DATA

[NOTE: The provisions of this policy accurately reflect the Minnesota Government Data Practices Act and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its employees, volunteers, independent contractors, and applicants ("personnel").

II. GENERAL STATEMENT OF POLICY

A. All data on individuals collected, created, received, maintained, or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.

B. All other data on individuals is private or confidential.

III. DEFINITIONS

A. "Confidential" means the data are not public and are not accessible to the subject.

B. "Finalist" means an individual who is selected to be interviewed by the school board for a position.

C. "Parking space leasing data" means the following government data on an applicant for, or lessee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.

D. "Personnel data" means government data on individuals maintained because they are or were employees, applicants for employment, volunteers or independent contractors for the school district. Personnel data include data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations.

E. "Private" means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.

F. "Protected health information" means individually identifiable health information as defined in 45 Code of Federal Regulations, section 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 Code of Federal Regulations, Parts 160, 162 and 164. "Protected health information" excludes individually identifiable health information in education records

covered by the Family Educational Rights and Privacy Act, employment records held by a school district in its role as employer, and records regarding a person who has been deceased for more than fifty (50) years.

G. "Public" means that the data is available to anyone who requests it.

H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals under Minnesota Rules, part 3512.0100.

IV. PUBLIC PERSONNEL DATA

A. The following information on current and former employees, volunteers and independent contractors of the school district, is public:

1. name;

2. employee identification number, which may not be the employee's Social Security number;

3. actual gross salary;

4. salary range;

5. terms and conditions of employment relationship;

6. contract fees;

7. actual gross pension;

8. the value and nature of employer-paid fringe benefits;

9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;

10. job title;

11. bargaining unit;

12. job description;

13. education and training background;

14. previous work experience;

15. date of first and last employment;

16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;

17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section 13.43, subdivision 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;

18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than $10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

19. work location;

20. work telephone number;

21. badge number;

22. work-related continuing education;

23. honors and awards received; and

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

B. The following information on current and former applicants for employment by the school district is public:

1. veteran status;

2. relevant test scores;

3. rank on eligible list;

4. job history;

5. education and training; and

6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.

D. Applicants for appointment to a public body.

1. Data about applicants for appointment to a public body collected by the school district as a result of the applicant's application for employment are private data on individuals except that the following are public:

a. name;

b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;

c. education and training;

d. employment history;

e. volunteer work;

f. awards and honors;

g. prior government service;

h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minnesota Statutes, section 15.0597; and

i. veteran status.

2. Once an individual is appointed to a public body, the following additional items of data are public:

a. residential address;

b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;

c. first and last dates of service on the public body;

d. the existence and status of any complaints or charges against an appointee; and

e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.

3. Notwithstanding Paragraph 2~~.~~, any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section 13.43, subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:

1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or

2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement

Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

A. All other personnel data not listed in ~~Section p~~Article IV. are private data will not be

otherwise released unless authorized by law.

B. Data pertaining to an employee's dependents are private data on individuals.

C. Data created, collected, or maintained by the school district to administer employee assistance programs are private.

D. Parking space leasing data with regard to data on individuals are private.

E. An individual's checking account number is private when submitted to a government entity.

F. Notwithstanding classification by any other provision of Minnesota Statutes, chapter 13, upon request from an exclusive representative, personnel data must be disseminated to labor organizations to the extent necessary to conduct elections, investigate and process grievances, and implement the provisions of Minnesota Statutes, chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the Commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of chapters 179 and 179A.

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.

H. The school district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:

1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;

2. a prepetition screening team conducting an investigation of the employee under Minnesota Statutes, section 253B.07, subdivision 1; or

3. a court, law enforcement agency, or prosecuting authority.

I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.

J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.

K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would:

1. threaten the personal safety of the complainant or a witness; or

2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

L. The school district must report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required by Minnesota Statutes, section 122A.20, subdivision. 2, and shall, upon written request from the licensing board having jurisdiction over the license, provide the licensing board with information about the teacher or administrator from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, section 122A.20, subdivision 2.

M. Private personnel data shall be disclosed to the Minnesota Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes, chapter 268.

N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes, chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the MDE Commissioner ("Commissioner") on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.

O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if

1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or

2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota Statutes, chapter 13.

Data that are released under this paragraph must not include data on the student.

P. Data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or improve the school district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.

Q. Protected health information, as defined in 45 Code of Federal Regulations, Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.

R. Personal home contact information for employees may be used by the school district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.

S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.

T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), or when the Commissioner ~~of the MDE~~ makes a final determination of child maltreatment involving a teacher under Minnesota Statutes, section 260E.21, subdivision 4, or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, section 13.41, subdivision. 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes, section 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minnesota Statutes, chapter 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions

or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated **Jamie, Superintendent, 507-831-6910** as the authority responsible for personnel data.

The responsible authority, or a school district employee if so designated, shall serve as the school district's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation)
Minn. Stat. § 13.41 (Licensing Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, subd. 3 (Elected and Appointed Officials)
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, Subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143, subd. 2 (Disclose Past Buyouts)
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07 (Judicial Commitment: Preliminary Procedures)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160, 162, and 164 (HIPAA Regulations)

Cross References:
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted:_____

Revised: 7/10/2026_____

MSBA/MASA Model Policy 422
Orig. 1995
Rev. 20222~~20~~

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

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

~~Model Policy 102 Equal Educational Opportunity~~
~~Model Policy 103 Complaints – Students, Employees, Parents, Other Persons~~
~~Model Policy 206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations~~
~~Model Policy 211 Criminal or Civil Action Against School District, School Board Member, Employee, or Student~~
~~Model Policy 305 Policy Implementation~~

Model Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 522	Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 535	Service Animals in Schools

~~Model Policy 610 Field Trips~~
~~Model Policy 710 Extracurricular Transportation~~
~~Model Policy 711 Video Recording on School Buses~~
~~Model Policy 712 Video Surveillance Other Than on Buses~~
~~Model Policy 802 Disposition of Obsolete Equipment and Material~~

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

Legal References: None

Cross References: None

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

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

[NOTE: Minnesota Statutes, section 179A.07, subdivision 1, of the Public Employment Labor Relations Act (PELRA) provides that a public employer is not required to meet and negotiate on matters of inherent managerial policy. Matters of inherent managerial policy include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, selection of personnel, and direction of personnel. MSBA's position is that this policy is not a mandatory subject of bargaining. School districts, therefore, are cautioned to not relinquish their inherent managerial right to determine workload limits for special education ~~teachers~~staff.]

I. PURPOSE

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

II. DEFINITIONS

[NOTE: MSBA arranged these paragraphs in alphabetical order in February 2026.]

A. Direct Services

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

B. Indirect Services

"Indirect services" means special education services ~~provided by a special education teacher or a related service professional~~ which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.

C. Special Education Staff; Special Education Teacher

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

D. Workload

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

III. GENERAL STATEMENT OF POLICY

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

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

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

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

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

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

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the charter school.

II. GENERAL STATEMENT OF POLICY

A. The charter school recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the charter school, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

~~A.~~C. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

For expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

D. "Minor" means any person under the age of eighteen (18).

E. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

~~B.~~F. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

~~C.~~G. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

IV. GUIDELINES

A. Students and employees of the charter school have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of nonschool-sponsored materials on charter school property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the charter school's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of charter school staff, use of charter school equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If material is intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the executive director. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the executive director to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the charter school's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, charter school policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The charter school administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

[Note: Charter schools are encouraged to consider additional guidelines ~~which~~ that reflect varied local practices relating to this subject matter, including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied 565 U.S. 1036 (2011)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

516 STUDENT MEDICATION AND TELEHEALTH

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DRUG AND MEDICATION REQUIREMENTS

[NOTE: The June 2024 Model Policy 516 revisions included insertion of headings and rearrangement of paragraphs so that similar content is grouped together. School boards can choose whether to make these revisions.]

A. Administration of Drugs and Medicine

1. The administration of medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.

2. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:

   a. with a licensed nurse, in a district that employs a licensed nurse under Minnesota Statutes, section 148.171;

   b. with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;

   c. with a public or private health-related organization, in a district that

contracts with a public or private health or health-related organization, according to Minnesota Statutes, 121A.21; or

d. with the appropriate party, in a district that has an arrangement approved by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21.

[NOTE: Paragraph III.A.2 had appeared in a different spot in previous versions of this model policy. In June 2024, the paragraph is located here and is updated to reflect 2024 legislative changes.]

3. Exclusions

[Note: The provisions of III.A.3 are optional. The school board may choose to include or exclude any of the provisions specified. These exclusions appeared in previous versions of this model policy.]

The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:

a. purchased without a prescription;

b. used by a pupil who is 18 years old or older;

c. used in connection with services for which a minor may give effective consent;

d. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the pupil's life or health is of such a nature that drugs or medicine should be given without delay;

e. used off the school grounds;

f. used in connection with athletics or extracurricular activities;

g. used in connection with activities that occur before or after the regular school day;

h. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;

i. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

(1) the school district has received a written authorization each school year from the pupil's parent permitting the student to self-administer the medication;

(2) the inhaler is properly labeled for that student; and

(3) the parent has not requested school personnel to administer the medication to the student.

In a school that does not have a school nurse or school nursing services,

the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

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

j. epinephrine delivery systems~~auto-injectors~~, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the pupil's school in writing that

(1) the pupil may possess the epinephrine or

(2) the pupil is unable to possess the epinephrine and requires immediate access to epinephrine delivery systems ~~auto-injectors~~ that the parent provides properly labeled to the school for the pupil as needed.

[NOTE: The 2025 Minnesota legislature replaced "auto-injectors" with "delivery systems" in Minnesota Statutes, sections 121A.22, 121A.2205, and 121A.2207.]

k. For the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine.

l. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

1. An "Administrating Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.

2. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law and must be administered in a manner consistent with the instructions on the label.

3. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.

4. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Paragraph III.A.3(i) above), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP

(individualized education program), Section 504 plan, or IHP (individual health plan).

5. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

6. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

7. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.

[NOTE: This paragraph is moved to Paragraph III.A.3 above, where it is updated to reflect 2024 legislative changes.]

8. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

[NOTE: Starting in June 2024, the exceptions appear under Article III.A.3 above.]

C. Nonprescription Medication

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

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

D. Possession and Use of Epinephrine Delivery Systems ~~Auto-Injectors~~

1. Definitions

a. "Administer" means the direct application of an epinephrine delivery system to the body of an individual.

b. "Epinephrine delivery system" means a medication product approved by the United States Food and Drug Administration that automatically delivers a single, premeasured dose of epinephrine to prevent or treat a life-threatening allergic reaction.

c. "School" means a public school under Minnesota Statutes, section 120A.22, subdivision 4, or a nonpublic school, excluding a home school, under section 120A.22, subdivision 4, that is subject to the federal Americans with Disabilities Act.

2. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine ~~auto-injectors~~delivery systems that enables the student to:

a~~1.~~ possess epinephrine delivery systems ~~auto-injectors~~; or

b~~2.~~ if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine delivery systems ~~auto-injectors~~ in close proximity to the student at all times during the instructional day.

For the purposes of this policy, "instructional day" is defined as eight hours for each student contact day.

[NOTE: Minnesota law states that "the school board of the school district must define instructional day for the purposes of Minnesota Statutes, 121A.2205." A sample definition appears above. School districts can create a definition that fits their circumstances.]

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

Districts and schools may obtain and possess epinephrine ~~auto-injectors~~delivery systems to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine delivery system.~~auto-injector.~~ The administration of an epinephrine delivery system~~auto-injector~~ in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.

~~Effective July 1, 2024, r~~Registered nurses may administer epinephrine ~~auto-injectors~~delivery systems in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine ~~auto-injectors~~delivery systems in a school setting according to a condition-specific protocol that does not reference a

specific patient and that specifies the circumstances under which the epinephrine delivery systemauto-injector is to be administered, when caring for a patient whose condition falls within the protocol.

[NOTE: The paragraph above was signed into law in May 2024. It is new model policy language.]

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

The Commissioner of the Minnesota Department of Health must provide a district or school with a standing order for distribution of epinephrine delivery systems under Minnesota Statutes, sections 148.235, subdivision 8 and 151.37, subdivision 2.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 121A.2207 to include the changes above.]

E. Sunscreen

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

F. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.

2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes, section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.

3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

IV. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

A. Beginning October 1, 2024, to the extent space is available, the school district must provide an enrolled secondary school student with access during regular school hours, and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space at the school site that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.

B. The space must provide a student privacy to receive mental health care.

C. A student may use a school-issued device to receive mental health care through telehealth if such use is consistent with the district or school policy governing acceptable use of the school-issued device.

D. A school may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent or guardian, or from the student if the student is age 16 or older, authorizing the student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

[NOTE: The Minnesota legislature enacted Article IV in the spring 2024.]

Legal References:
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine ~~Auto-Injectors~~Delivery systems; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine ~~Auto-Injectors~~Delivery systems)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 148.171 (Definitions; Title)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Rule 8710.6100 (School Nurse)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

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

530 IMMUNIZATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. STUDENT IMMUNIZATION REQUIREMENTS

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

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

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

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

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

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any

communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

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

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

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

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

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

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

V. NOTICE OF IMMUNIZATION REQUIREMENTS

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

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

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

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

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

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

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

VI. IMMUNIZATION RECORDS

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

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

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

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

VII. OTHER

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

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

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

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

807 HEALTH AND SAFETY POLICY

[NOTE: ~~To receive health and safety revenue for any fiscal year, school districts must submit an application to the Minnesota Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy.~~ This policy has been approved by the Minnesota Department of Education. ~~The subdivisions of Minnesota Statutes Section 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017.~~ The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.

B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minnesota Statutes, section 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minnesota Statutes, section 182.676.

III. PROCEDURES

A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by

the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.

B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.

C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:

1. Asbestos
2. Fire and Life Safety
3. Employee Right to Know
4. Emergency Action Planning
5. Combustible and Hazardous Materials Storage
6. Indoor Air Quality
7. Mechanical Ventilation
8. Mold Cleanup and Abatement
9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for

that risk will not be necessary.

B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.

C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action will be taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.

D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.

E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.

F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References:
Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Health and Safety Projects)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Accident and Injury Reduction Program; Applicability)
Minn. Rules Part 5208.0070 (Accident and Injury Reduction Program; Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)