

SUPERINTENDENT'S REPORT AND AGENDA

Regular Meeting of the Board of Education
Independent School District No. 280, Richfield, Minnesota

Richfield Public Schools *inspires* and *empowers* each individual to learn, grow and *excel*

Monday, March 16, 2020
7:00 p.m. School Board Meeting
District Board Room

- I. CALL TO ORDER
- II. REVIEW AND APPROVAL OF THE AGENDA
- III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS
 - A. Public Comment
 - B. Superintendent Update
 - 1. Vision Card C
 - 2. Special Education Child Count
 - 3. Coronavirus Update
- IV. CONSENT AGENDA
 - A. Routine Matters
 - 1. Minutes of the regular meeting held March 2, 2020
 - 2. General Disbursements as of March 11, 2020 for \$360,718.82
 - B. Personnel Items
- V. OLD BUSINESS
 - A. Policy 502 Resident and Nonresident Student Enrollment and 502.1 New Student Registration Requirements
 - B. Policy 612 Curriculum Development and 612.1, 612.2 Guidelines
 - C. Policy 404 Drug and Alcohol Testing

VI. NEW BUSINESS

- A. Resolution Discontinuing Positions for 2020-2021
- B. Bid Award - Richfield High School - 2020 Asbestos Abatement Project
- C. Resolution Safe Routes to School (SRTS) Boost Grant
- D. Achievement and Integration Plan Approval
- E. Donations

VII. ADVANCE PLANNING

- A. Legislative Update
- B. Information and Questions from Board
- C. Future Meeting Dates

4-06-20	7:00 p.m.	Regular Board Meeting RDLS Presenting
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4-20-20	7:00 p.m.	Regular Board Meeting Public Comment
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- D. Suggested/Future Agenda Items

VIII. ADJOURN REGULAR MEETING

Enriching and accelerating learning



Vision Cards

Reporting Our Progress

School Board Meeting

March 16, 2020

Enriqueciendo y acelerando el aprendizaje

What is a Vision Card?

- **A way of reporting progress** on our strategic plan strategies, goals, actions and activities
- **A public accountability system**
- **A way to remain focused** on our top priorities

What Vision Cards are there?

There is one card for each strategic plan strategy and one additional student achievement measures card:

Vision Card A: We will provide challenging, relevant and engaging educational opportunities for all students that will increase learning

Vision Card B: We will positively promote Richfield Public Schools

Vision Card C: We will provide a welcoming, healthy, supportive, safe and caring environment

Vision Card D: We will acquire and align human, financial, operational and technology resources to maximize organizational goals

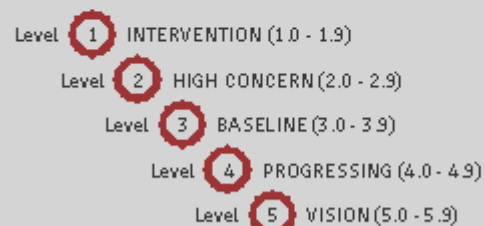
Vision Card B 2018-2019



RICHFIELD
PUBLIC SCHOOLS

VISION CARD B

Positively promote RPS to enhance engagement, recruitment and retention of students, families and staff



**Total number of
new PreK-12 student
applications to
district**

**Level
3.0**



**Annual
overall
retention of
students**

**Level
3.9**



**Parents reporting on
survey that they would
recommend RPS to
other families**

**Level
2.7**



**Stakeholders reporting
on survey that RPS is
promoted in a positive
manner**

**Level
1.0**



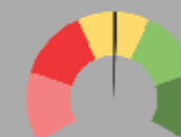
**Participation in extra-
curricular activities**

**Level
3.4**



**Participation in
Community Education
activities (outside of
school time)**

**Level
3.5**



Vision Card B 2019-2020



RICHFIELD
PUBLIC SCHOOLS

VISION CARD B
2019-2020

**Positively promote RPS to enhance engagement,
recruitment and retention of students, families and staff**



- Level 1 INTERVENTION (1.0 - 1.9)
Level 2 HIGH CONCERN (2.0 - 2.9)
Level 3 BASELINE (3.0 - 3.9)
Level 4 PROGRESSING (4.0 - 4.9)
Level 5 VISION (5.0 - 5.9)



Total number of new
PreK-12 student
applications to
district (Jun 1-Aug 31)

Level
5.9



Annual
overall
retention of
students

Level
4.5



Parents reporting on
survey that they would
recommend RPS to
other families

Level
3.8



Stakeholders reporting
on survey that RPS is
promoted in a positive
manner

Level
2.3



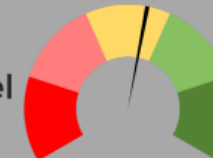
Participation in extra-
curricular activities

Level
4.0



Participation in
Community Education
activities (outside of
school time)

Level
3.7



Vision Card D 2018-2019



RICHFIELD
PUBLIC SCHOOLS

VISION CARD D

Acquire and align human, financial, operational and technology resources to maximize organization goal



- Level 1 INTERVENTION (1.0 - 1.9)
Level 2 HIGH CONCERN (2.0 - 2.9)
Level 3 BASELINE (3.0 - 3.9)
Level 4 PROGRESSING (4.0 - 4.9)
Level 5 VISION (5.0 - 5.9)

New teachers
scoring above 50%
proficient on
domains observed

 Level 3.5



On-time
completion of
teacher evals for
on-cycle teachers

 Level 4.5



On-time
completion of
classified evals for
on-cycle paras,
clerical & nutrition
staff

 Level 4.0



Amount of waste
generated vs.
recycling

 Level NA

NA - Development of
measure in process -
not currently
being measured

Unassigned GF
fund balance as
percent of district
expenditures

 Level 4.5



Budget accurately
represents
revenue and
expenditures

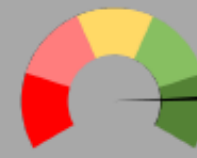
 Level 5.9*



*Increase vision for future

Average ratio of 2-1
mobile devices for
PreK-5 as
percentage of
enrollment

 Level 5.3



Average ratio of 1-1
mobile devices for
Grades 6-12 as
percentage of
enrollment

 Level 5.9*



*Increase vision for future

Vision Card D 2019-2020



RICHFIELD
PUBLIC SCHOOLS

VISION CARD D
2019-2020

Acquire and align human, financial, operational and technology resources to maximize organization goal

R
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- Level 1 INTERVENTION (1.0 - 1.9)
Level 2 HIGH CONCERN (2.0 - 2.9)
Level 3 BASELINE (3.0 - 3.9)
Level 4 PROGRESSING (4.0 - 4.9)
Level 5 VISION (5.0 - 5.9)

New teachers
scoring above 50%
proficient on
domains observed

 **Level 3.6**



On-time
completion of
teacher evals for
on-cycle teachers

 **Level 5.0**



On-time
completion of
classified evals for
on-cycle paras,
clerical & nutrition
staff

 **Level 3.7**



Amount of waste
generated vs.
recycling

 **Level 5.0**



Unassigned GF
fund balance as
percent of district
expenditures

 **Level 5.5**



Budget accurately
represents
revenue and
expenditures

 **Level 6.0**




Average ratio of 2-1
mobile devices for
PreK-5 as
percentage of
enrollment

 **Level 6.0**



Average ratio of 1-1
mobile devices for
Grades 6-12 as
percentage of
enrollment

 **Level 6.0**



Vision Card C 2018-2019



RICHFIELD
PUBLIC SCHOOLS

VISION CARD C

Provide a welcoming, healthy, supportive, safe and caring environment.



Level 1 INTERVENTION (1.0 - 1.9)

Level 2 HIGH CONCERN (2.0 - 2.9)

Level 3 BASELINE (3.0 - 3.9)

Level 4 PROGRESSING (4.0 - 4.9)

Level 5 VISION (5.0 - 5.9)

Total number of disciplinary referrals resulting in suspension



Suspensions are proportional to student populations served



Total number of office intervention/consequence disciplinary referrals



Disciplinary referrals are proportional to student populations served



Number of students reporting bullying and harassment

Level in progress

Reports of bullying and harassment proportional to student populations served

Level in progress

Number of parents reporting a positive transition for their children into grades K, 6 and 9



Number of parents reporting they can discuss feelings/worries with school administration



Openness with school administration proportional to student populations



Number of parents reporting they can discuss feelings/worries with child's teacher



Openness with child's teacher proportional to student populations



Number of parents reporting they can discuss feelings/worries with school support staff



Openness with school support staff proportional to student populations



Vision Card C 2019-2020



RICHFIELD
PUBLIC SCHOOLS

VISION CARD C
2019-2020

Provide a welcoming, healthy, supportive, safe and caring environment.

R
RICHFIELD
PUBLIC SCHOOLS

- Level 1 INTERVENTION (1.0 - 1.9)
- Level 2 HIGH CONCERN (2.0 - 2.9)
- Level 3 BASELINE (3.0 - 3.9)
- Level 4 PROGRESSING (4.0 - 4.9)
- Level 5 VISION (5.0 - 5.9)

Total number of disciplinary referrals resulting in suspension



Suspensions are proportional to student populations served



Total number of office intervention/consequence disciplinary referrals



Disciplinary referrals are proportional to student populations served



Number of students reporting bullying and harassment



Reports of bullying and harassment proportional to student populations served



Number of parents reporting a positive transition for their children into grades K, 6 and 9



Number of parents reporting they can discuss feelings/worries with school administration



Openness with school administration proportional to student populations



Number of parents reporting they can discuss feelings/worries with child's teacher



Openness with child's teacher proportional to student populations



Number of parents reporting they can discuss feelings/worries with school support staff



Openness with school support staff proportional to student populations



Vision Card C - Data



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VISION CARD C: Provide a welcoming, healthy, supportive, safe and caring environment

Item	Measure	Level 1	Level 2	Level 3	Level 4	Level 5	Person	2018	2018	2019	2019
1a	Total number of disciplinary referrals resulting in suspension	# of	15-19%	10-14%	3-9%	2% or less	Kaye Sweeney	3.5%	4.9	3.3%	4.9
1b	Suspensions are proportional to student populations served	One or more	15-19%	10-14%	3-9%	2% or less	Kaye Sweeney	37%	1.0	45%	1.0
2a	Total number of office intervention/consequence disciplinary referrals	# out of class	15-19%	10-14%	3-9%	2% or less	Kaye Sweeney	20%	1.9	15%	2.9
2b	Disciplinary referrals are proportional to student populations served	One or more	15-19%	10-14%	3-9%	2% or less	Kaye Sweeney	30%	1.0	26%	1.1
3a	Number of students reporting bullying and harassment	<15% reported	11-14%	5-10%	3-5%	2% or less	Kaye Sweeney	in progress		2%	5.0
3b	Reports of bullying and harassment are proportional to student populations served	One or more	15-19%	10-14%	3-9%	2% or less	Kaye Sweeney	in progress		19%	2.0
4	Number of parents reporting a positive transition for their children into grades K, 6 and 9	>80% reported	81-84%	85-89%	90-97%	98% or more	Cory Klinge	78%	1.0	87%	3.5
5a	Number of parents reporting they can discuss feelings/worries with school administration	>80% reported	81-84%	85-89%	90-97%	98% or more	Cory Klinge	76%	1.0	76%	1.0
5b	Openness with school administration proportional to student populations	One or more	15-19%	10-14%	3-9%	2% or less	Cory Klinge	4%	4.8	11%	3.8
6a	Number of parents reporting they can discuss feelings/worries with child's teacher	>80% reported	81-84%	85-89%	90-97%	98% or more	Cory Klinge	85%	3.0	84%	2.9
6b	Openness with child's teacher proportional to student populations	One or more	15-19%	10-14%	3-9%	2% or less	Cory Klinge	11%	3.8	7%	4.6
7a	Number of parents reporting they can discuss feelings/worries with school support staff	>80% reported	81-84%	85-89%	90-97%	98% or more	Cory Klinge	77%	1.0	73%	1.0
7b	Openness with school support staff proportional to student populations	One or more	15-19%	10-14%	3-9%	2% or less	Cory Klinge	13%	3.2	18%	2.2

PRESENTED TO SCHOOL BOARD:

03/04/19

03/16/20

Questions/Comments



FOR INFORMATION

Agenda Item III.B.2.

Board of Education
Independent School District #280
Richfield, Minnesota

Regular Meeting, March 16, 2020

Subject: 2019-2020 Resident Special Education Unduplicated Child Count

(Prepared by Mary Clarkson)

The attached report summarizes the results of this year's special education child count.

RICHFIELD PUBLIC SCHOOLS
2019-2020 SPECIAL EDUCATION UNDUPLICATED CHILD COUNT

AREA OF DISABILITY	15-16	16-17	17-18	18-19	19-20
Speech/Language Impaired (401)	134	127	103	95	102
Developmental Cognitive Disabilities: Mild-Moderate (DCD:MM) (402)	27	29	30	33	31
Developmental Cognitive Disabilities: Severe-Profound (DCD:SP) (403)	6	8	5	4	4
Physically Impaired (404)	15	13	11	11	13
Hearing Impaired (405)	15	12	10	10	9
Visually Impaired (406)	1	2	2	1	3
Specific Learning Disability (407)	174	167	178	190	199
Emotional Behavioral Disorder (408)	74	79	60	77	74
Deaf/Blind (409)	1	1	0	0	0
Other Health Disabilities (410)	71	74	66	83	88
Autism Spectrum Disorder (411)	133	127	120	136	131
Developmentally Delayed (ECSE) (412)	106	111	131	132	149
Traumatic Brain Injured (414)	1	2	0	0	0
Severely Multiply Impaired (416)	19	21	18	21	22
Total (Resident Students)	777	773	767	793	824
Resident Students Served in District	657	646	617	643	668
Resident Students Outside District*	120	127	150	150	156
Special Education FTE	81.6	78.1	78.1	80.6	79.1
Non-Resident Students Served in District	94	86	117	98	112

*includes students receiving services at 287

On December 1, 2019, the annual unduplicated child count was conducted by the special education staff as required by federal and state law. Resident students are identified as those students living within the Richfield attendance area. Not all resident students receive their educational programming through Richfield Public Schools. The total number of resident students identified as receiving special education services has increased since last year from 793 to 824.

As of December 1st child count, Richfield Public Schools **served** 780 students in special education, 668 were resident students and 112 were non-resident students. Of the 824 **resident** students, 130 were enrolled in other districts and 26 were enrolled in 287 ALC and special education programs. In 2018-19 Richfield **served** 741 students in special education, 643 were resident students and 98 were non-resident students. Of the 793 **resident** students 129 were enrolled in other districts and 21 were enrolled in 287 ALC and special education programs. Resident districts pay tuition for the 85% of the excess costs associated with providing services to non-resident students.

There have been increases to note in the numbers of students identified as having Speech Language Impaired, Specific Learning Disability, Other Health Impairments and Developmentally Delayed. A decrease to note was seen in students whose primary handicapping condition was Emotional Behavior Disorder and Autism Spectrum Disorder.

An area of interest is in the Developmentally Delayed (ECSE) category. When children birth to age six qualify for special education services they can now do so in one of three ways:

1. They can qualify by meeting the criteria for developmentally delayed (ECSE); or
2. They can qualify by meeting the criteria for one of the more specific disability categories; or
3. They may qualify by having a medically diagnosed condition or disorder that has a high probability of resulting in a developmental delay. (For children ages birth through age two)

The numbers of students listed as Developmentally Delayed (ECSE) is only a partial count of students with disabilities within this age grouping. In actuality, 206 children ages birth through six years were receiving special education services at the time of our December count.

Special education services continue to be provided either indirectly (consultation/monitoring of student progress with teachers and/or parents) or directly (working with the student within the regular classroom, resource room or self-contained setting).

Enriching and accelerating learning



**Special Education Unduplicated
Child Count**

School Board

March 16, 2020

Enriqueciendo y acelerando el aprendizaje

December 1, 2019 Child Count



RICHFIELD
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Richfield Unduplicated Child Count **824**

Receiving service in Richfield **780**

- Non-resident served 112

Resident students served out of District **156**

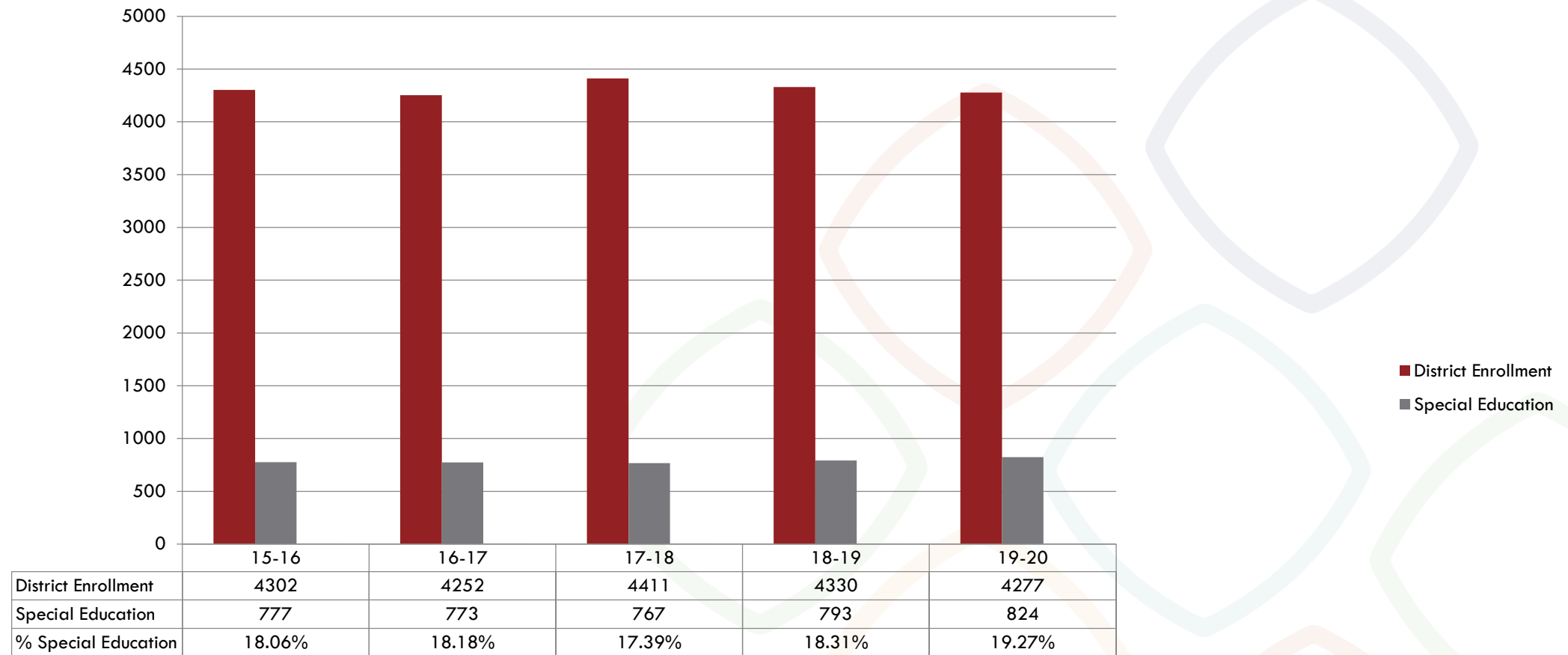
- Intermediate 287 **26**
 - Special Education Placements 16
 - Alternative Learning Center 10
 - Court Placed or Day Treatment 0

Open Enrolled or Private School **130**

Five year Child Count Comparison



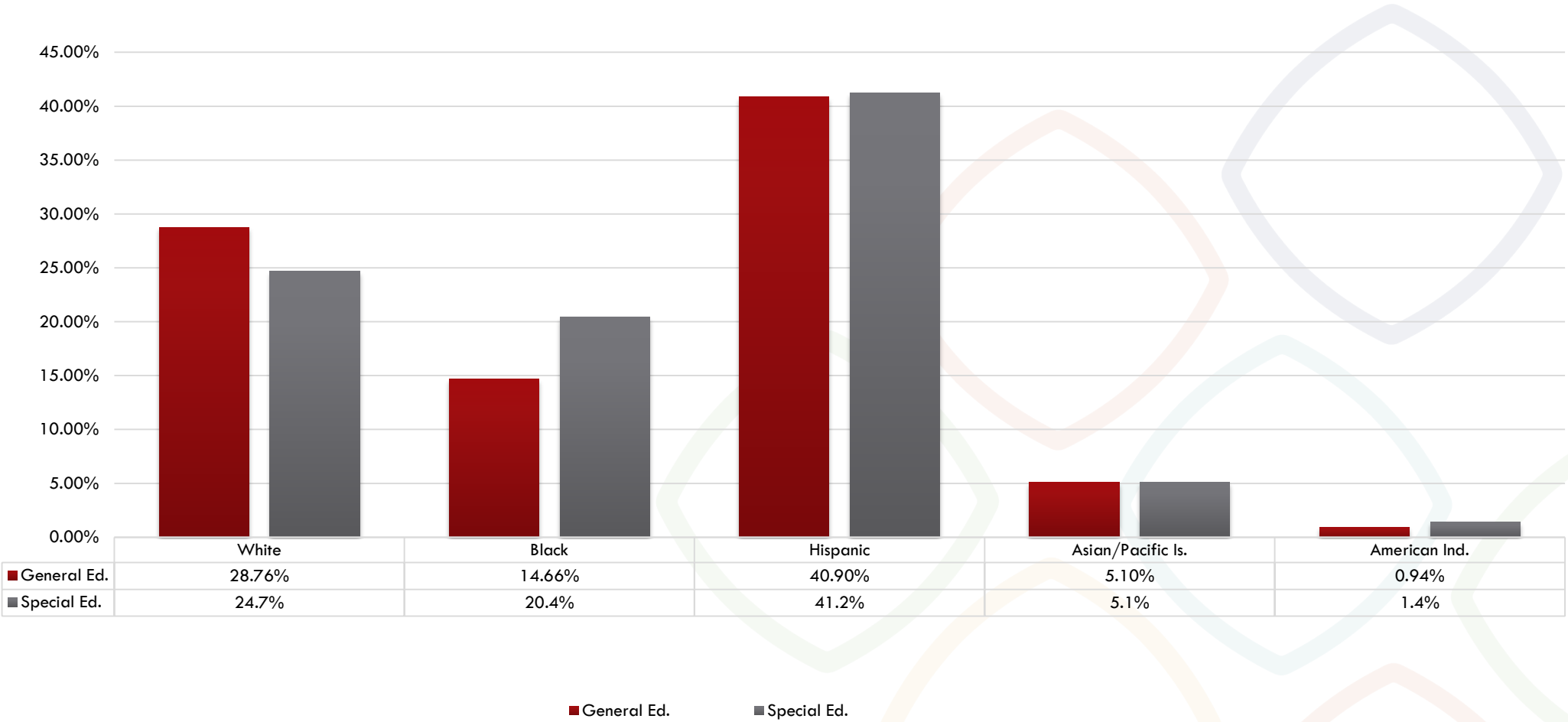
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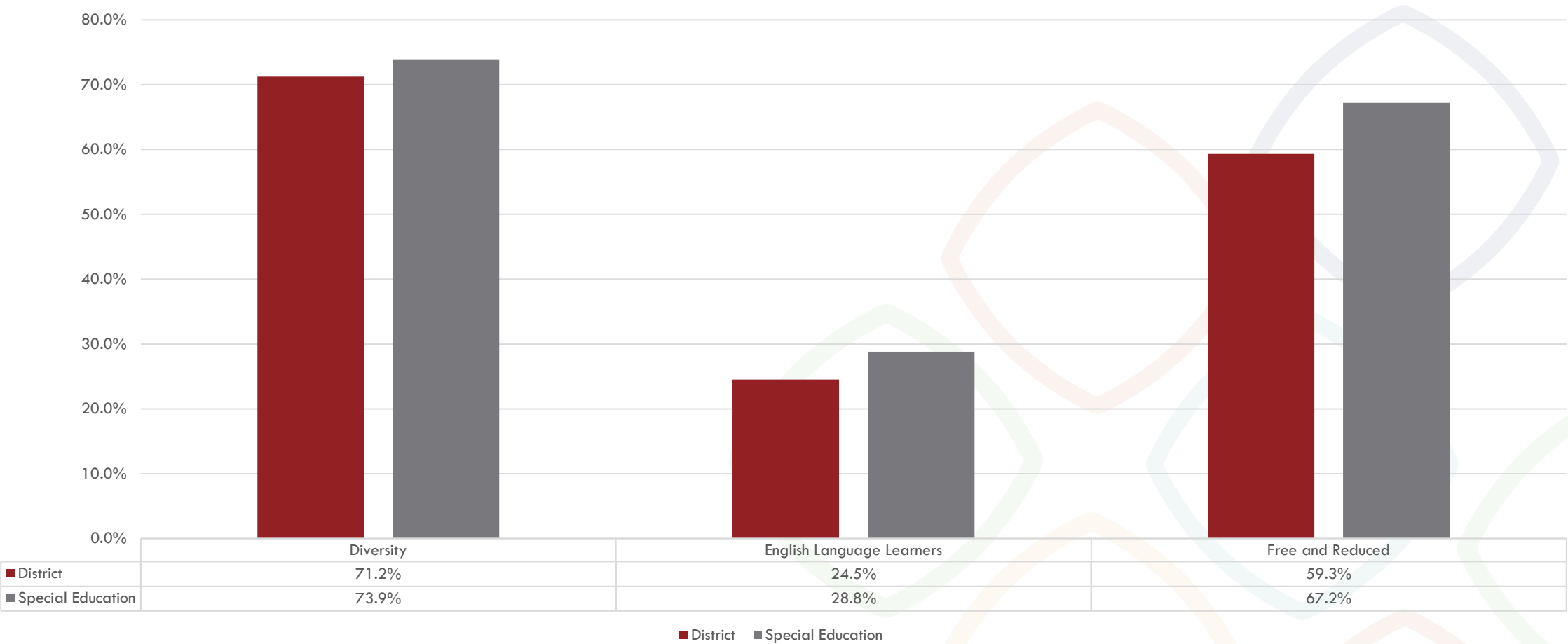
Special Education Compared to General Education by Ethnicity



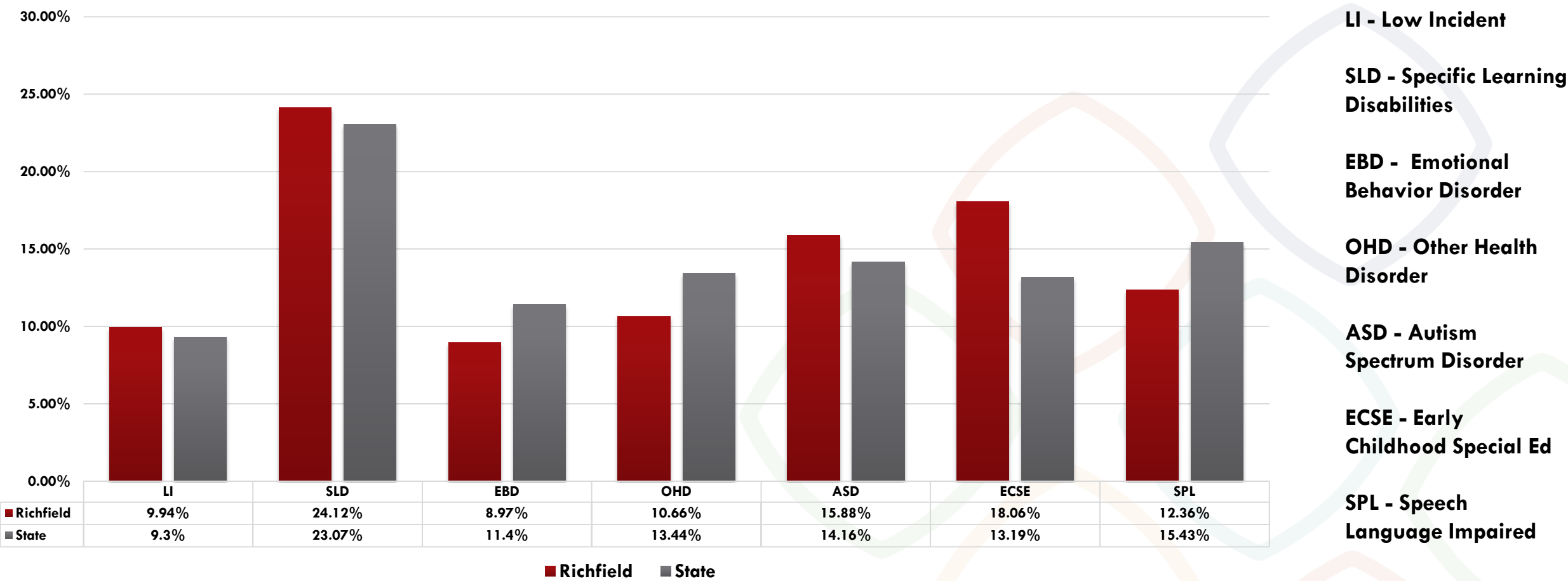
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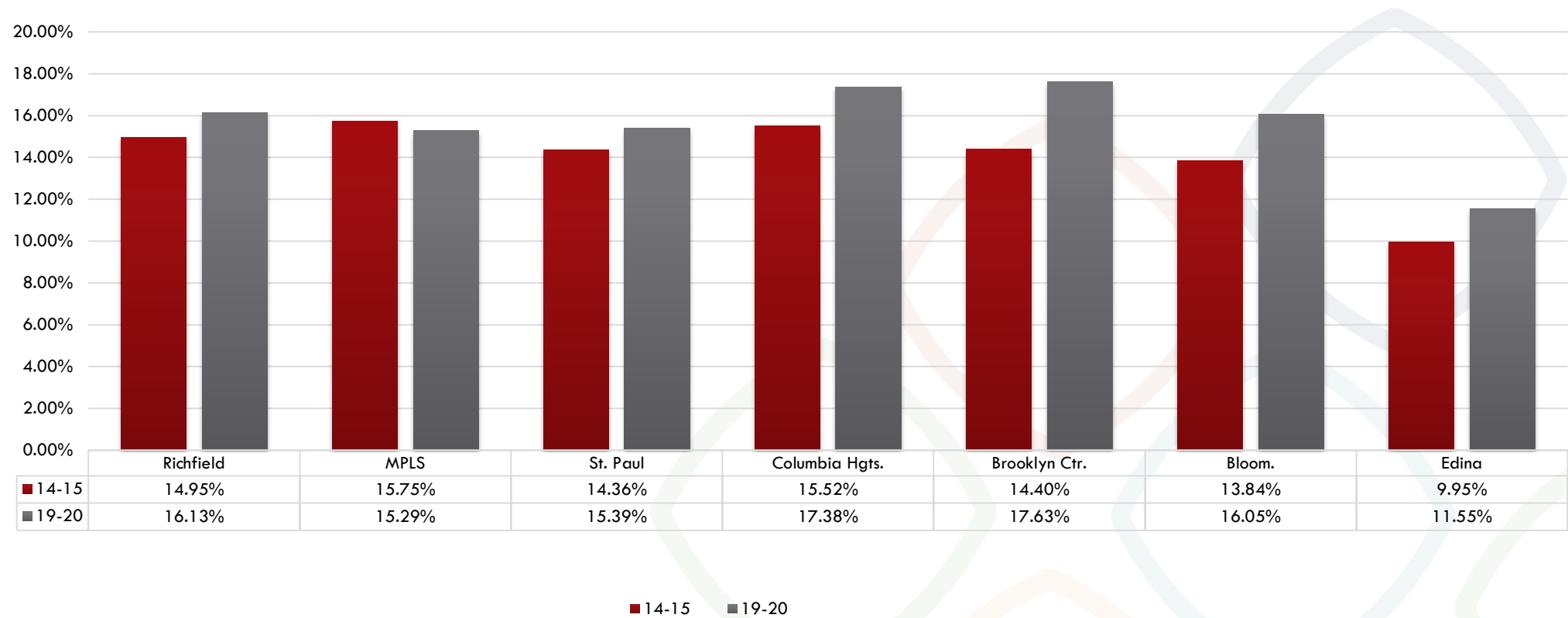
Special Education Demographics Compared to General Education



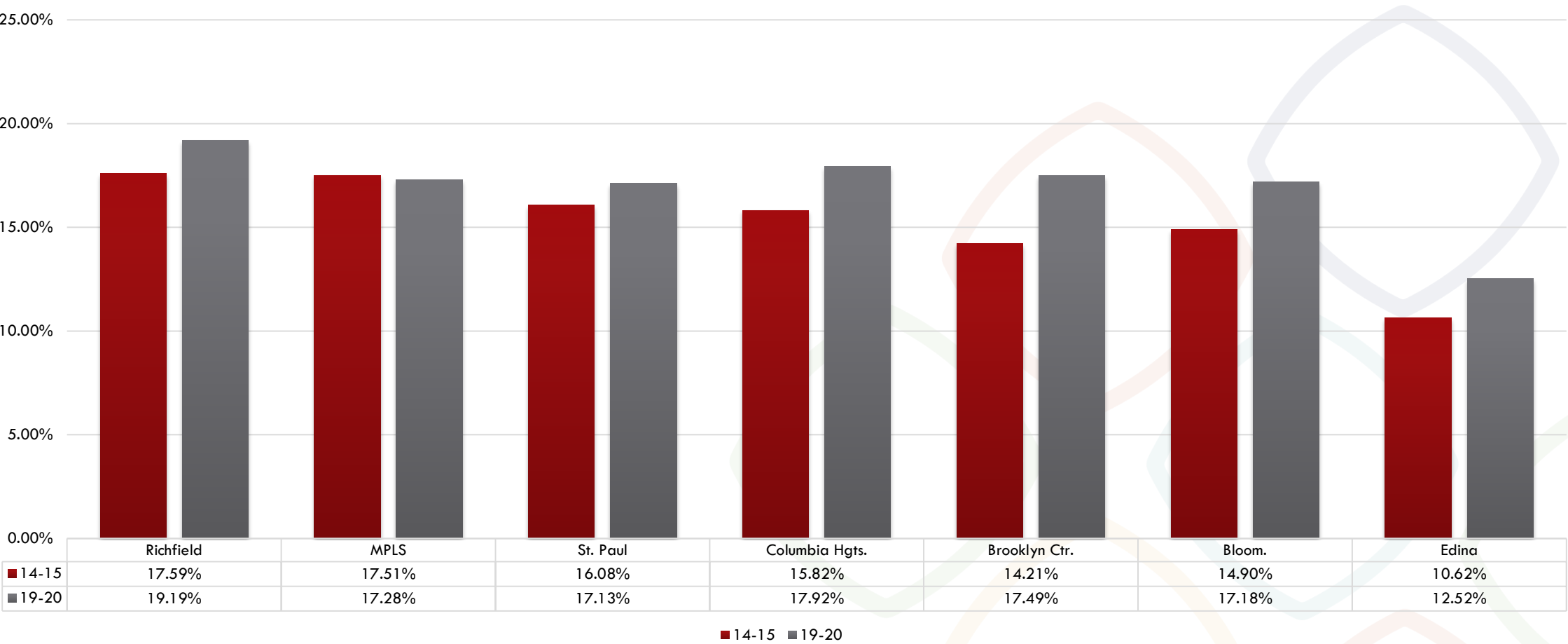
Disability Compared to State



Special Education Child Count Comparison - Public & Non-Public Students



Special Education Child Count Comparison - Public School Students



Richfield Child Count Summary



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- Special education has increased by 1.5% over the past five years
- District is below the State average in Emotional/Behavioral Disabilities, Other Health Disabilities, and Speech/Language.
- Compared to the state, RPS special education population is higher in the disability areas of Developmental Delay (early childhood special education) (4.87%), Autism (1.72%), Specific Learning Disability (1.05%) and Low Incidence (.64%)
- 61% of students qualified for Specific Learning Disability are identified as Hispanic
 - Higher percentage of English Language Learners (ELL) identified as special education
- Higher percentage of students who identify as Black students are qualified for special education
 - 38% of our students identified as EBD identify as Black

Within each building, further develop a multidisciplinary Student Teacher Assistance Team to refine:

- Tiered systems of support
- Academic interventions at the skill deficit level implemented with consistency and fidelity with ongoing data collection
- Behavior interventions at the skill deficit level implemented with consistency and fidelity with ongoing data collection
- Speech/Language pre-referral interventions and staff training
- Dual Identified – Learning Disability and English Language Learner
 - Examine referral and evaluation practices for multi-lingual learners.
- Continued staff development regarding cultural competence, trauma informed practices and restorative practices

Enriching and accelerating learning

Questions

Enriqueciendo y acelerando el aprendizaje

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	296831	02/20/2020	ALTMAN ADAM	R	440.00
01	296832	02/20/2020	ALVIN ZACHERY	R	79.00
01	296833	02/20/2020	BALLARD KYLE	R	71.00
01	296834	02/20/2020	BENISH RICHARD L	R	79.00
01	296835	02/20/2020	BOSE THOMAS N	R	75.00
01	296836	02/20/2020	BUMGARNER TERRY	R	75.00
01	296837	02/20/2020	BUSINESS ESSENTIALS	R	364.08
01	296838	02/20/2020	CBP REPAIR	R	151.98
01	296839	02/20/2020	CDW GOVERNMENT INC	R	2,500.00
01	296840	02/20/2020	CEDAR SMALL ENGINE	R	74.55
01	296841	02/20/2020	COMMERCIAL KITCHEN	R	305.00
01	296842	02/20/2020	CUB FOODS	R	406.17
01	296843	02/20/2020	CURRICULUM ASSOCIATES, LLC	R	343.84
01	296844	02/20/2020	DARK KNIGHT SOLUTIONS, LLC	R	350.00
01	296845	02/20/2020	DEVRIES AARON	R	20.00
01	296846	02/20/2020	DEVRIES ARIA	R	20.00
01	296847	02/20/2020	DIGI INTERNATIONAL, INC.	R	330.00
01	296848	02/20/2020	DIGITAL INSURANCE LLC	R	3,468.00
01	296849	02/20/2020	DISCOUNT SCHOOL SUPPLY	R	96.90
01	296850	02/20/2020	ECM PUBLISHERS INC	R	119.00
01	296851	02/20/2020	ELLINGSON GREGG	R	79.00
01	296852	02/20/2020	FASTSIGNS	R	17.20
01	296853	02/20/2020	FINANGER PHILLIP J	R	105.00
01	296854	02/20/2020	GORSHE LISA	R	35.00
01	296855	02/20/2020	GRAHAM THOMAS	R	50.00
01	296856	02/20/2020	WW GRAINGER INC	R	65.88
01	296857	02/20/2020	GRAND MESA MUSIC PUBLISHERS LLC	R	100.00
01	296858	02/20/2020	GSSC-GENERAL SECURITY SERVICE	R	112.95
01	296859	02/20/2020	H BROOKS AND COMPANY LLC	R	8,052.33
01	296860	02/20/2020	HENDRICKSON GRAHAM	R	79.00
01	296861	02/20/2020	HILL WESLEY	R	79.00
01	296862	02/20/2020	HILLYARD	R	2,050.54
01	296863	02/20/2020	HOGLUND BUS CO INC	R	495.54
01	296864	02/20/2020	HUYER DEVRIES JANINE	R	20.00
01	296865	02/20/2020	INTERMEDIATE DISTRICT 287	R	110,302.52
01	296866	02/20/2020	KELLEY FUELS INC	R	1,218.68
01	296867	02/20/2020	KITTEL MAX	R	79.00
01	296868	02/20/2020	LARSON KEITH	R	50.00
01	296869	02/20/2020	LEROY'S GREAT BEAR	R	243.91
01	296870	02/20/2020	LOFFLER	R	1,144.95
01	296871	02/20/2020	LOFFLER COMPANIES	R	698.00
01	296872	02/20/2020	METRO TRANSIT	R	1,566.00
01	296873	02/20/2020	MIDWEST BUS PARTS INC	R	592.03
01	296874	02/20/2020	MINNESOTA CLAY COMPANY	R	482.86
01	296875	02/20/2020	MINNESOTA UI FUND	R	13,298.85
01	296876	02/20/2020	MOORE JEFF	R	10.00
01	296877	02/20/2020	MULTILINGUAL WORD INC	R	1,616.00
01	296878	02/20/2020	MURPHY MARIA	R	59.00
01	296879	02/20/2020	ODONNELL BAYLEE ANN	R	20.00

01	296880	02/20/2020	OKEY CHRIS	R	150.00
01	296881	02/20/2020	PAN O GOLD BAKING CO	R	314.00
01	296882	02/20/2020	PLAINVIEW MILK PRODUCTS COOPERATIVE	R	10,295.38
01	296883	02/20/2020	PROFESSIONAL WIRELESS COMMUNICATION	R	1,663.68
01	296884	02/20/2020	RAMIREZ JASMIN	R	20.00
01	296885	02/20/2020	RAMSAY THOMAS	R	135.00
01	296886	02/20/2020	RICHFIELD CHAMBER OF COMMERCE	R	1,420.00
01	296887	02/20/2020	RICHFIELD ROTARY CLUB	R	70.00
01	296888	02/20/2020	SANDERS ANNIKA	R	20.00
01	296889	02/20/2020	SCHOOL SPECIALTY INC	R	49.02
01	296890	02/20/2020	SELLARS JASON	R	294.00
01	296891	02/20/2020	SHERMAN, IRENE K	R	100.00
01	296892	02/20/2020	SONNENBURG GARY	R	79.00
01	296893	02/20/2020	SUBURBAN TIRE WHOLESale	R	552.12
01	296894	02/20/2020	SUPER DUPER PUBLICATIONS	R	80.00
01	296895	02/20/2020	SYN-TECH SYSTEMS, INC	R	1,175.00
01	296896	02/20/2020	TARR GUS	R	79.00
01	296897	02/20/2020	TAYLOR JASON	R	35.00
01	296898	02/20/2020	TOENSING KARI	R	20.00
01	296899	02/20/2020	TRIO SUPPLY COMPANY	R	1,971.12
01	296900	02/20/2020	TWIN CITY HARDWARE	R	88.81
01	296901	02/20/2020	UNITED HEALTHCARE	R	159.60
01	296902	02/20/2020	UNITED HEALTHCARE INSURANCE CO	R	479.54
01	296906	02/20/2020	UPPER LAKES FOODS	R	57,076.36
01	296907	02/20/2020	VIG SOLUTIONS INC	R	2,424.00
01	296908	02/20/2020	WARD'S SCIENCE	R	75.00
01	296909	02/20/2020	WILSON HOPE	R	20.00
01	296910	02/20/2020	WILSON JOHN P	R	20.00
01	296911	02/20/2020	WITTERSCHEIN JOSEPH J	R	79.00
01	296912	02/20/2020	WORLD SAVVY INC	R	1,000.00
01	296913	02/20/2020	ZUBAN FAMETTA	R	10.00
01	V609788	02/20/2020	MAYA K BUSS	R	150.00
01	V609789	02/20/2020	KATHERINE E CABIESES	R	145.58
01	V609790	02/20/2020	PATRICIA G M DAVIS	R	26.98
01	V609791	02/20/2020	ABBY DUBE	R	10.00
01	V609792	02/20/2020	NASHWA M IBRAHIM	R	149.99
01	V609793	02/20/2020	AMY J JOHNSON	R	20.70
01	V609794	02/20/2020	MAIA M MACK	R	245.00
01	V609795	02/20/2020	TANYA R OLSON	R	28.93
01	V609796	02/20/2020	JAMES R PADDOCK	R	58.66
01	V609797	02/20/2020	STEVEN C PEER	R	36.72
01	V609798	02/20/2020	KELCI A PETERSON	R	181.20
01	V609799	02/20/2020	MARIA L SANCHEZ	R	111.91
01	V609800	02/20/2020	LU ANN N TAUER STONE	R	76.48
01	V609801	02/20/2020	KARIL TAYLOR	R	47.00
01	V609802	02/20/2020	CARRIE A VALA	R	2,137.58
01	V609803	02/20/2020	MELISSA J WILLIAMS	R	21.56
01	296914	02/21/2020	UNIVERSITY OF ST THOMAS	R	2,161.30
01	296915	02/21/2020	RICHFIELD ROTARY CLUB	R	350.00
01	296916	02/25/2020	ALL FURNITURE INC	R	615.10

01	296917	02/25/2020	AMERICAN DRAPERY SYSTEMS, INC.	R	29,657.07
01	296918	02/25/2020	BRAUN INTERTEC CORP	R	951.50
01	296919	02/25/2020	CEL PUBLIC RELATIONS, INC.	R	1,650.00
01	296920	02/25/2020	ECM PUBLISHERS INC	R	853.00
01	296921	02/25/2020	ICS CONSULTING, INC.	R	76,456.68
01	296922	02/25/2020	INNOVATIVE OFFICE SOLUTIONS LLC	R	65,513.31
01	296923	02/25/2020	MAVO SYSTEMS INC	R	27,606.25
01	296924	02/25/2020	MID MINNESOTA STORAGE	R	180.00
01	296925	02/25/2020	SHAW-LUNDQUIST ASSOCIATES, INC.	R	425,231.73
01	296926	02/25/2020	TITAN ENVIROMENTAL, INC.	R	82,189.26
01	296927	02/25/2020	WOLD ARCHITECTS AND ENGINEERS	R	131,165.08
01	296928	02/26/2020	ACTIVE INTERNET TECHNOLOGIES, LLC	R	33,499.00
01	296929	02/26/2020	ALL FLAGS LLC	R	298.17
01	296930	02/26/2020	ALLIED PROFESSIONALS, INC.	R	196.88
01	296931	02/26/2020	AMBER COUGLE	R	50.00
01	296932	02/26/2020	AMELIA FRANCK MEYER	R	50.00
01	296933	02/26/2020	BAYADA	R	450.00
01	296934	02/26/2020	BLUE CROSS BLUE SHIELD OF MINNESOTA	R	8,736.00
01	296935	02/26/2020	BUSINESS ESSENTIALS	R	132.98
01	296936	02/26/2020	CANON USA	R	3,922.16
01	296937	02/26/2020	CAPITAL ONE COMMERCIAL	R	120.95
01	296938	02/26/2020	COUGHLAN COMPANIES LLC	R	3,763.93
01	296939	02/26/2020	CAPTIVATE MEDIA & CONSULTING	R	1,240.00
01	296940	02/26/2020	CARQUEST AUTO PARTS	R	109.62
01	296941	02/26/2020	CBP REPAIR	R	228.98
01	296942	02/26/2020	CHASKA PARKS & RECREATION	R	1,660.30
01	296943	02/26/2020	CINTAS CORPORATION NO 2	R	201.04
01	296944	02/26/2020	CITY OF RICHFIELD	R	7,515.00
01	296945	02/26/2020	CITY OF RICHFIELD	R	3,903.00
01	296946	02/26/2020	COMCAST	R	531.22
01	296947	02/26/2020	CONTINENTAL BOOK COMPANY INC	R	17.50
01	296948	02/26/2020	COUNCIL FOR ADVANCE & SUPPORT OF ED	R	560.00
01	296949	02/26/2020	DICK BLICK COMPANY	R	53.51
01	296950	02/26/2020	DS ERICKSON & ASSOC	R	1,356.38
01	296951	02/26/2020	DUNG LE	R	50.00
01	296952	02/26/2020	DISCOUNT SCHOOL SUPPLY	R	26.80
01	296953	02/26/2020	EDUCATORS BENEFIT CONSULTANTS LLC	R	304.60
01	296954	02/26/2020	EILEEN TUTTLE	R	50.00
01	296955	02/26/2020	FINANGER PHILLIP J	R	70.00
01	296956	02/26/2020	FIREFLY COMPUTERS, LLC	R	10,007.00
01	296957	02/26/2020	FIRST BOOK MARKETPLACE	R	602.56
01	296958	02/26/2020	FLUENCY MATTERS	R	455.00
01	296959	02/26/2020	FURTHER	R	10,890.00
01	296960	02/26/2020	GAVIC MARK	R	79.00
01	296961	02/26/2020	WW GRAINGER INC	R	49.40
01	296962	02/26/2020	GRISELDA PLIEGO LOPEZ	R	50.00
01	296963	02/26/2020	GROUP MEDICAREBLUE RX	R	6,510.00
01	296964	02/26/2020	HAMMER SPORTS, LLC	R	981.00
01	296965	02/26/2020	HERFF JONES INC	R	2,653.17
01	296966	02/26/2020	ULMER, INGA	R	250.00

01	296967	02/26/2020	HOBART SERVICE	R	523.16
01	296968	02/26/2020	HOGLUND BUS CO INC	R	316.54
01	296969	02/26/2020	IDEAL ENERGIES LLC	R	992.09
01	296970	02/26/2020	INDOFF INC	R	234.30
01	296971	02/26/2020	INNOVATIVE OFFICE SOLUTIONS LLC	R	2,559.20
01	296972	02/26/2020	INTERMEDIATE DISTRICT 287	R	1,185.25
01	296973	02/26/2020	JENNIFER SCHULLO	R	50.00
01	296974	02/26/2020	JOBSINMINNEAPOLIS.COM	R	3,300.00
01	296975	02/26/2020	KARNAS LUCAS M	R	79.00
01	296976	02/26/2020	KINECT ENERGY INC	R	63,445.34
01	296977	02/26/2020	LANGUAGE LINE SERVICE	R	482.30
01	296978	02/26/2020	LASH, VALERIE	R	90.00
01	296979	02/26/2020	LEARNING A-Z	R	98.95
01	296980	02/26/2020	LOFFLER COMPANIES	R	527.00
01	296981	02/26/2020	MADISON NATIONAL LIFE INS CO INC	R	14,616.75
01	296982	02/26/2020	MESPA-MN ELEMENTARY	R	66.00
01	296983	02/26/2020	MIDWEST BUS PARTS INC	R	362.74
01	296984	02/26/2020	MIGUELINA FIGUEROA	R	50.00
01	296985	02/26/2020	MTI DISTRIBUTING CO	R	1,239.33
01	296986	02/26/2020	NAVARO RAYMOND	R	196.00
01	296987	02/26/2020	NEW LIFE ENTERPRISE	R	289.50
01	296988	02/26/2020	NUSS TRUCK & EQUIPMENT	R	2,444.00
01	296989	02/26/2020	OAKESHOTT INSTITUTE	R	120.00
01	296990	02/26/2020	OCCUPATIONAL MEDICINE CONSULTANTS	R	29.25
01	296991	02/26/2020	ODONNELL BAYLEE ANN	R	20.00
01	296992	02/26/2020	OKEY CHRIS	R	100.00
01	296993	02/26/2020	OLGA SALAS TORRES	R	120.00
01	296994	02/26/2020	OLSON CHRISTOPHER	R	79.00
01	296995	02/26/2020	HOLISTIC KNEADS LLC	R	180.00
01	296996	02/26/2020	PHOENIX SCHOOL COUNSELING	R	14,085.00
01	296997	02/26/2020	PREMIUM WATERS INC	R	26.00
01	296998	02/26/2020	REGION 6 AA-MSHSL	R	50.00
01	296999	02/26/2020	RICHFIELD BUS COMPANY	R	736.15
01	297000	02/26/2020	RIES ROBERT A	R	79.00
01	297001	02/26/2020	RUPP ANDERSON SQUIRES & WALDSPURGER	R	11,463.62
01	297002	02/26/2020	RYAN JEANNIE M	R	568.27
01	297003	02/26/2020	SARA JERIKOUSKY	R	50.00
01	297004	02/26/2020	SARAH TILL	R	50.00
01	297005	02/26/2020	SCHOOL SERVICE EMPLOYEES UNION	R	8,773.06
01	297006	02/26/2020	SELLARS JASON	R	196.00
01	297007	02/26/2020	SOURCEWELL TECHNOLOGY	R	4,205.70
01	297008	02/26/2020	SUNDRE ZACHARY	R	79.00
01	297009	02/26/2020	TITAN MACHINERY INC	R	238.00
01	297010	02/26/2020	TRICIA MINGO NICHOLS	R	50.00
01	297011	02/26/2020	TRUNG NGUYEN	R	50.00
01	297012	02/26/2020	ULINE	R	946.10
01	297013	02/26/2020	UNITED STATES TREASURER	R	430.30
01	297014	02/26/2020	US DEPARTMENT OF EDUCATION AWG	R	130.97
01	297015	02/26/2020	VAIL RESORTS MANAGE	R	132.00
01	297016	02/26/2020	VICTORIA DANCE PRODUCTIONS, INC.	R	105.00

01	297017	02/26/2020	VIG SOLUTIONS INC	R	934.00
01	297018	02/26/2020	XCEL ENERGY	R	37,493.84
01	297019	02/26/2020	YEMANE ABAY	R	50.00
TOTAL CHECK & E-PAY REGISTER					1,356,417.82

CHECKS & E-PAY RUNS FOR 03/02/2020 BOARD REPORTS

BANK 05	DATE	AMOUNT
E-PAY	2/20/2020	3,448.29
CHECKS	2/20/2020	232,046.39
	2/21/2020	2,511.30
Construction Checks	2/25/2020	842,068.98
	2/26/2020	276,342.86

CHECK REGISTER BANK 05 TOTAL =	1,356,417.82
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BREAKDOWN	
01-206-00	390,360.72
02-206-00	87,887.29
03-206-00	10,947.59
04-206-00	17,669.64
06-206-00	842,068.98
07-206-00	-
08-206-00	-
20-206-00	5,186.32
21-206-00	2,297.28
47-206-00	
50-206-00	
BANK TOTAL =	
	1,356,417.82

SUPERINTENDENT'S REPORT AND MINUTES

Regular Meeting of the Board of Education
Independent School District No. 280, Richfield, Minnesota

Richfield Public Schools *inspires* and *empowers* each individual to learn, grow and *excel*

Monday, March 2, 2020
7:00 p.m. School Board Meeting
District Board Room

CALL TO ORDER

The regular meeting of the Board of Education of ISD 280, Hennepin County, Richfield, Minnesota was held on Monday, March 2, 2020, in the District Boardroom. Chair Crystal Brakke called the Regular Board Meeting to order at 7:02 pm with the following school board members in attendance: Cole, Toensing, Smisek, Maleck, and Pollis.

Student Representatives Naomi Ferguson was also present.

Administrators present were Superintendent Unowsky, Asst. Superintendent Roby, Chief HR & Admin Officer Holje, Executive Director Clarkson, Principal Daniels, Assistant Principals Cook and Vala, and Directors Kretsinger and Gilligan.

REVIEW AND APPROVAL OF THE AGENDA

Motion by Maleck, seconded by Smisek, and unanimously carried, the Board of Education approved the agenda.

INFORMATION AND PROPOSALS -- NON-ACTION ITEMS

A. Superintendent Update

1. Richfield High School Presentation
2. Strategic Plan Update

B. Commendations

CONSENT AGENDA

Motion by Toensing, seconded by Pollis, and unanimously carried, the Board of Education approved the consent agenda.

A. Routine Matters

1. Minutes of the regular meeting held February 18, 2020
2. General Disbursements as of February 26, 2020 for \$1,356,417.82

3. Investment Holdings as of February 26, 2020

B. Personnel Items

Management Team Full Time Retirement

Mary Pat Mesler – Director of Special Programs

Certified Full Time Resignation

Erin Murray – Literacy/Talent Development – Centennial

Classified Full Time Position for Employment - Paraprofessional

Mayra Sanchez Ariza – 40 hr/wk Clerical Para 2 - RSTEM

Classified Part Time Position for Employment – Food & Nutrition Services

Segundo Morocho Cuzco – 25 hr/wk Kitchen Assistant – Senior High

OLD BUSINESS

- A. Policy 502 Resident and Nonresident Student Enrollment and 502.1 New Student Registration Requirements

Policy 502 and 502.1 Guidelines will be brought back for further review.

- B. RHS Facilities Project Change Orders #14, #15, #16, #17

Motioned by Toensing, seconded by Cole, and unanimously carried, the Board of Education approved RHS Facilities Project Change Orders #14, #15, #16, #17.

- C. RDLS Facilities Project Change Orders #15 and #16

Motioned by Pollis, seconded by Smisek, and unanimously carried, the Board of Education approved RDLS Facilities Project Change Orders #15 and #16.

NEW BUSINESS

- A. Bid Award – Centennial Elementary School – 2020 Asbestos Abatement Project

Motioned by Pollis, seconded by Cole, and unanimously carried, the Board of Education approved the Centennial Elementary School – 2020 Asbestos Abatement Project Bid Award and authorizes the administration to enter into contract with Environmental Plant Services (EPS) for \$157,456.00.

- B. Bid Award – Richfield Middle School – 2020 Asbestos Abatement Project

Motioned by Toensing, seconded by Maleck, and unanimously carried, the Board of Education approved the Richfield Middle School – 2020 Asbestos

Abatement Project Bid Award and authorizes the administration to enter into contract with EnviroBate, Inc. for \$218,700.00.

C. Annual Budget Revision 2019-2020

Motioned by Pollis, seconded by Maleck, and unanimously carried, the Board of Education approved the revised budget as presented.

D. Policy 612 – Curriculum Development and 612.1 Education Program Improvement Process

Policy 612 and 612.1 Guidelines will be brought back for further review.

E. Policy 404 – Drug and Alcohol Testing

Policy 404 will be brought back for further review.

F. Bid Award – Richfield High School Reroofing

Motioned by Maleck, seconded by Cole, and unanimously carried, the Board of Education approved the bid award for the partial roof replacement at Richfield High School and authorize administration to enter into contract with McDowall Company, Waite Park, MN. in the amount of \$329,700.

G. Donations

Motion by Toensing, seconded by Smisek, and unanimously carried, the Board of Education accepts the donations with gratitude.

ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Future Meeting Dates

3-16-20	7:00 p.m.	Regular Board Meeting Public Comment
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4-06-20	7:00 p.m.	Regular Board Meeting RDLS Presenting
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D. Suggested/Future Agenda Items

ADJOURN REGULAR MEETING

Motion by Pollis, seconded by Cole, and unanimously carried, the Board of Education adjourned the meeting at 9:03pm.

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	V2000552	02/04/2020	P-CARD BAIRD LISA	R	1,282.14
01	V2000554	02/04/2020	P-CARD BRUNNER PATTI	R	3,758.60
01	V2000555	02/04/2020	P-CARD BURT STEPHANIE	R	620.57
01	V2000556	02/04/2020	P-CARD CARUSO MATTHEW	R	419.96
01	V2000557	02/04/2020	P-CARD FINDLEY LAMPKIN MELISSA	R	1,225.69
01	V2000558	02/04/2020	P-CARD FINKE RYAN	R	20.00
01	V2000559	02/04/2020	P-CARD FLUCAS STEVEN	R	1,977.27
01	V2000560	02/04/2020	P-CARD GACEK SARAH	R	132.49
01	V2000561	02/04/2020	P-CARD GARCIA DIANA	R	208.22
01	V2000562	02/04/2020	P-CARD GEURINK AREND	R	2,811.74
01	V2000563	02/04/2020	P-CARD HAUPT PAM	R	202.98
01	V2000564	02/04/2020	P-CARD HINES CARLONDREA	R	104.50
01	V2000565	02/04/2020	P-CARD KRETSINGER DAN	R	251.19
01	V2000566	02/04/2020	P-CARD LANZENDORFER TERRI	R	2,243.99
01	V2000567	02/04/2020	P-CARD LEWIS JENNIFER	R	727.37
01	V2000568	02/04/2020	P-CARD MACE CHRISTI JO	R	866.92
01	V2000569	02/04/2020	P-CARD MAHONEY COLLEEN	R	280.32
01	V2000570	02/04/2020	P-CARD MARYN ANGELA	R	1,562.62
01	V2000571	02/04/2020	P-CARD MCGINN DAN	R	370.97
01	V2000572	02/04/2020	P-CARD MCNAUGHTON COMMERS CAROLE	R	804.33
01	V2000573	02/04/2020	P-CARD POMERLEAU DORIS	R	1,394.06
01	V2000574	02/04/2020	P-CARD SHAHSAVAND MARTA	R	609.88
01	V2000575	02/04/2020	P-CARD STACHEL NANCY	R	103.65
01	V2000576	02/04/2020	P-CARD VALLEY JENNIFER	R	164.78
01	V2000577	02/04/2020	P-CARD WINTER AMY	R	217.81
01	V2000578	02/04/2020	P-CARD ZEHNPENNIG ELIZABETH	R	1,765.53
01	297022	02/28/2020	AMAZON.COM SYNCB/AMAZON	R	5,665.53
01	297023	02/28/2020	EASYPERMIT POSTAGE	R	267.84
01	297024	02/28/2020	H BROOKS AND COMPANY LLC	R	4,511.16
01	297025	02/28/2020	LIZBETH LARA HERNANDEZ	R	450.00
01	297026	02/28/2020	PAN O GOLD BAKING CO	R	922.00
01	297027	02/28/2020	TRIO SUPPLY COMPANY	R	3,659.38
01	297031	02/28/2020	UPPER LAKES FOODS	R	36,993.89
01	297032	02/28/2020	VSP VISION SERVICE PLAN	R	1,612.62
01	V609804	03/03/2020	JONETTE K ARCHER	R	144.95
01	V609805	03/03/2020	NANCY J BERRES	R	245.55
01	V609806	03/03/2020	DAVID M BOIE	R	70.00
01	V609807	03/03/2020	PATRICK L BURRAGE	R	70.00
01	V609808	03/03/2020	KATHERINE E CABIESES	R	40.00
01	V609809	03/03/2020	MIRIAM A CASTRO SANJUAN	R	40.00
01	V609810	03/03/2020	PHIL N CEDER	R	40.00
01	V609811	03/03/2020	MARY L CLARKSON	R	70.00
01	V609812	03/03/2020	TIA B CLASEN	R	92.88
01	V609813	03/03/2020	JOHNNY R COOK	R	70.00
01	V609814	03/03/2020	AMY L COUGHLIN	R	92.98
01	V609815	03/03/2020	LATANYA R DANIELS	R	70.00
01	V609816	03/03/2020	GEORGE A DENNIS	R	35.00
01	V609817	03/03/2020	MARY L EMERSON	R	128.98
01	V609818	03/03/2020	MAUREEN K FEYEN	R	217.21
01	V609819	03/03/2020	RYAN D FINKE	R	70.00
01	V609820	03/03/2020	PETER J FITZPATRICK	R	40.00
01	V609821	03/03/2020	STEVEN T FLUCAS	R	70.00

01	V609822	03/03/2020	MICHAEL L FRANKENBERG	R	70.00
01	V609823	03/03/2020	JAMES A GILLIGAN	R	70.00
01	V609824	03/03/2020	CHRISTINA M GONZALEZ	R	70.00
01	V609825	03/03/2020	KYLE L GUSTAFSON	R	40.00
01	V609826	03/03/2020	DONNAMARIE HARDY	R	44.62
01	V609827	03/03/2020	KEVIN D HARRIS	R	40.00
01	V609828	03/03/2020	PAM A HAUPT	R	70.00
01	V609829	03/03/2020	JENNIFER B HECHT	R	150.00
01	V609830	03/03/2020	JAMES L HILL	R	40.00
01	V609831	03/03/2020	CARLONDREA D HINES	R	70.00
01	V609832	03/03/2020	JESSICA M HOFFMAN	R	40.00
01	V609833	03/03/2020	SUE M HOLDER	R	149.98
01	V609834	03/03/2020	CRAIG D HOLJE	R	70.00
01	V609835	03/03/2020	SARAH M E HUTTON	R	32.69
01	V609836	03/03/2020	MARY J IHLEN	R	70.00
01	V609837	03/03/2020	CORY J KLINGE	R	70.00
01	V609838	03/03/2020	DANIEL E KRETSINGER	R	1,461.20
01	V609839	03/03/2020	ANOOP KUMAR	R	40.00
01	V609840	03/03/2020	COLLEEN M MAHONEY	R	70.00
01	V609841	03/03/2020	DANIEL P MCGINN	R	40.00
01	V609842	03/03/2020	CALLEN M MCINNES	R	27.08
01	V609843	03/03/2020	DOUG R MCMEEKIN	R	70.00
01	V609844	03/03/2020	CAROLE R MCNAUGHTON-COMMERS	R	70.00
01	V609845	03/03/2020	MARY PAT MESLER	R	70.00
01	V609846	03/03/2020	KENT D MEYER	R	70.00
01	V609847	03/03/2020	ADAM J MILLER	R	130.45
01	V609848	03/03/2020	ERIN H NEILON	R	40.00
01	V609849	03/03/2020	BRENDA K NIELSEN	R	70.00
01	V609850	03/03/2020	ROBERT G OLSON	R	40.00
01	V609851	03/03/2020	JAMES R PADDOCK	R	45.91
01	V609852	03/03/2020	DENNIS E PETERSON	R	35.00
01	V609853	03/03/2020	RENEE C REED-KARSTENS	R	40.00
01	V609854	03/03/2020	KEITH D RIEF	R	40.00
01	V609855	03/03/2020	LEADRIANE L ROBY	R	70.00
01	V609856	03/03/2020	TERESA L ROSEN	R	70.00
01	V609857	03/03/2020	MAUREEN E RUHLAND	R	40.00
01	V609858	03/03/2020	KATHLEEN A RUMPE	R	544.27
01	V609859	03/03/2020	MARTA I SHAHSAVAND	R	70.00
01	V609860	03/03/2020	NANCY J STACHEL	R	70.00
01	V609861	03/03/2020	KATHARINE B STEPHENS	R	89.95
01	V609862	03/03/2020	PATRICK M SURE	R	40.00
01	V609863	03/03/2020	VLADIMIR S TOLEDO	R	40.00
01	V609864	03/03/2020	IAN D TOLENTINO	R	40.00
01	V609865	03/03/2020	STEVEN P UNOWSKY	R	270.00
01	V609866	03/03/2020	STEPHEN C URBANSKI	R	40.00
01	V609867	03/03/2020	CARRIE A VALA	R	70.00
01	V609868	03/03/2020	JENNIFER K VALLEY	R	70.00
01	V609869	03/03/2020	RYAN WAGNER	R	40.00
01	V609870	03/03/2020	REBECCA S WALD	R	109.96
01	V609871	03/03/2020	SARAH A WENTHOLD	R	74.56
01	V609872	03/03/2020	KASYA L WILLHITE	R	70.00
01	V609873	03/03/2020	AMY J WINTER AHSENMACHER	R	70.00
01	297033	03/04/2020	305 FITNESS LIV TISON	R	125.00

01	297034	03/04/2020	806 TECHNOLOGIES INC	R	3,325.00
01	297035	03/04/2020	THE ADLER PLANETARIUM	R	1,674.00
01	297036	03/04/2020	ALEXANDRA SUBBARAMAN	R	1,500.00
01	297037	03/04/2020	ALICIA ROBERTSON	R	66.00
01	297038	03/04/2020	ALLIED PROFESSIONALS, INC.	R	406.88
01	297039	03/04/2020	BATTERIES R US	R	199.99
01	297040	03/04/2020	BAYADA	R	1,770.00
01	297041	03/04/2020	BEN FRANKLIN ELECTRIC INC	R	1,292.00
01	297042	03/04/2020	BRAMBILLA'S LEASE SYSTEMS, INC	R	2,161.00
01	297043	03/04/2020	CAPTIVATE MEDIA & CONSULTING	R	1,240.00
01	297044	03/04/2020	CBP REPAIR	R	357.96
01	297045	03/04/2020	CDW GOVERNMENT INC	R	5,913.75
01	297046	03/04/2020	CEL PUBLIC RELATIONS, INC.	R	6,600.00
01	297047	03/04/2020	CHURCH OF ST PETER, RICHFIELD	R	40.00
01	297048	03/04/2020	CINTAS CORPORATION NO 2	R	109.34
01	297049	03/04/2020	GENEVA HOSPITALITY LLC	R	6,038.40
01	297050	03/04/2020	CONTINENTAL RESEARCH CORP	R	222.91
01	297051	03/04/2020	DARK KNIGHT SOLUTIONS, LLC	R	300.00
01	297052	03/04/2020	DICKS LAKEVILLE SANITATION INC	R	9,038.01
01	297053	03/04/2020	PURCHASE POWER	R	4,020.00
01	297054	03/04/2020	ECM PUBLISHERS INC	R	446.25
01	297055	03/04/2020	FASTENAL INDUSTRIAL	R	253.47
01	297056	03/04/2020	FINANGER PHILLIP J	R	105.00
01	297057	03/04/2020	FLOYD LOCK AND SAFE	R	14.00
01	297058	03/04/2020	GINO'S EAST LASALLE LLC	R	2,123.81
01	297059	03/04/2020	WW GRAINGER INC	R	171.64
01	297060	03/04/2020	GUSTAFSON ZACHARY	R	79.00
01	297061	03/04/2020	HAMMER SPORTS, LLC	R	338.00
01	297062	03/04/2020	HAWKINS INC	R	1,462.54
01	297063	03/04/2020	HELMBERGER JANET L	R	45.00
01	297064	03/04/2020	HERITAGE CRYSTAL CLEAN INC	R	360.95
01	297065	03/04/2020	HILLYARD	R	2,757.06
01	297066	03/04/2020	HOPE CHURCH	R	13,988.75
01	297067	03/04/2020	HOPE FLANAGAN	R	200.00
01	297068	03/04/2020	HOVICK NICHOLAS	R	79.00
01	297069	03/04/2020	HR SIMPLIFIED INC.	R	942.00
01	297070	03/04/2020	INSTITUTE FOR ENVIROMENTAL	R	3,099.75
01	297071	03/04/2020	JAMES RAMSDELL JR	R	79.00
01	297072	03/04/2020	JAYTECH, INC	R	828.01
01	297073	03/04/2020	JUNK MASTERS LLC	R	1,432.50
01	297074	03/04/2020	KINECT ENERGY INC	R	505.00
01	297075	03/04/2020	KUTA SOFTWARE LLC	R	370.00
01	297076	03/04/2020	LARKIN RICHARD	R	79.00
01	297077	03/04/2020	MASA	R	816.00
01	297078	03/04/2020	MCGEE JASON	R	158.00
01	297079	03/04/2020	MENARDS - RICHFIELD	R	94.45
01	297080	03/04/2020	MINNESOTA MEMORY, INC.	R	1,282.74
01	297081	03/04/2020	MIRA	R	18,222.00
01	297082	03/04/2020	MN DEPT OF LABOR AND INDUSTRY	R	100.00
01	297083	03/04/2020	MOORE JEFF	R	40.00
01	297084	03/04/2020	MURSAL JAMA A	R	100.00
01	297085	03/04/2020	NAVARRO RAYMOND	R	98.00
01	297086	03/04/2020	NCS PEARSON INC	R	554.66

01	297087	03/04/2020	NEW LIFE ENTERPRISE	R	250.00
01	297088	03/04/2020	NOKOMIS SHOE SHOP	R	349.90
01	297089	03/04/2020	OCCUPATIONAL MEDICINE CONSULTANTS	R	376.00
01	297090	03/04/2020	OKEY CHRIS	R	135.00
01	297091	03/04/2020	POVOLNY KATHLEEN IGOE	R	100.00
01	297092	03/04/2020	PROFESSIONAL WIRELESS COMMUNICATION	R	782.00
01	297093	03/04/2020	PUMP & METER SERVICE	R	210.00
01	297094	03/04/2020	REGION 2AA	R	1,030.00
01	297095	03/04/2020	REGION 6 AA-MSHSL	R	3,883.00
01	297096	03/04/2020	ROSSOW GABRIELLA	R	66.75
01	297097	03/04/2020	SELLARS JASON	R	159.00
01	297098	03/04/2020	SEPTRAN STUDENT TRANSPORTATION	R	12,120.00
01	297099	03/04/2020	SHEDD AQUARIUM SOCIETY	R	2,696.75
01	297100	03/04/2020	BRE 312 SKYDECK, LLC	R	1,412.00
01	297101	03/04/2020	SNOWFLAKE DESIGNS	R	787.27
01	297102	03/04/2020	SOUTHWEST METRO EDUCATION	R	4,693.68
01	297103	03/04/2020	SPIRIT OF THE WILDERNESS	R	3,798.00
01	297104	03/04/2020	STEPHENS AARON	R	79.00
01	297105	03/04/2020	STRAINING KAREN	R	60.00
01	297106	03/04/2020	TAFFE SARAH ANN	R	8,044.93
01	297107	03/04/2020	FIELD MUSEUM OF NATURAL HISTORY	R	3,361.50
01	297108	03/04/2020	TOLL COMPANY	R	44.77
01	297109	03/04/2020	TWIN CITY FILTER SERVICE INC	R	39.30
01	297110	03/04/2020	TYLER TECHNOLOGIES, INC.	R	1,050.00
01	297111	03/04/2020	UNIVERSITY OF MINNESOTA	R	290.00
01	297112	03/04/2020	WASHINGTON ROBERT	R	130.00
01	297113	03/04/2020	WHEELCO	R	365.12
01	297114	03/04/2020	WORLD FUEL SERVICES, INC.	R	30,073.10
01	297115	03/09/2020	COMFORT INN GENEVA	R	6,038.40
01	297116	03/11/2020	ALL STATE COMMUNICATIONS INC	R	385.00
01	297117	03/11/2020	ALLIED PROFESSIONALS, INC.	R	210.00
01	297118	03/11/2020	ARVIG ENTERPRISES INC	R	1,357.90
01	297119	03/11/2020	BAYADA	R	1,320.00
01	297120	03/11/2020	BLUE CROSS BLUE SHIELD OF MINNESOTA	R	8,288.00
01	297121	03/11/2020	CARQUEST AUTO PARTS	R	27.68
01	297122	03/11/2020	CARTER JEREMY	R	79.00
01	297123	03/11/2020	CATALYST BUYING GROUP LLC	R	1,239.99
01	297124	03/11/2020	CEDAR SMALL ENGINE	R	48.11
01	297125	03/11/2020	CENTURYLINK	R	220.48
01	297126	03/11/2020	CHRISTIAN NICHOLAS	R	50.00
01	297127	03/11/2020	CITY OF RICHFIELD	R	1,162.50
01	297128	03/11/2020	CITY OF RICHFIELD	R	1,094.01
01	297129	03/11/2020	COMCAST BUSINESS	R	244.74
01	297130	03/11/2020	DEAN ROBERT JOHNSON	R	138.00
01	297131	03/11/2020	DICKS LAKEVILLE SANITATION INC	R	7,181.97
01	297132	03/11/2020	ECOLAB INC	R	948.63
01	297133	03/11/2020	GOPHERMODS	R	195.00
01	297134	03/11/2020	WW GRAINGER INC	R	196.98
01	297135	03/11/2020	HAMMER SPORTS, LLC	R	221.00
01	297136	03/11/2020	HAWKINS INC	R	3,198.90
01	297137	03/11/2020	HEALY MICHAEL T	R	79.00
01	297138	03/11/2020	HILLYARD	R	4,351.02
01	297139	03/11/2020	HOGLUND BUS CO INC	R	88.15

01	297140	03/11/2020	HOLMES KARI	R	61.00
01	297141	03/11/2020	HONDA FINANCIAL SERVICES	R	256.00
01	297142	03/11/2020	INNOVATIVE OFFICE SOLUTIONS LLC	R	3,078.40
01	297143	03/11/2020	LINDA WESSELS	R	34.00
01	297144	03/11/2020	MARY PICKART	R	213.80
01	297145	03/11/2020	MATRIX COMMUNICATIONS INC	R	1,183.50
01	297146	03/11/2020	METRO TRANSIT	R	1,896.00
01	297147	03/11/2020	MKA CONFERENCE	R	500.00
01	297148	03/11/2020	MULTILINGUAL WORD INC	R	349.00
01	297149	03/11/2020	NAVARRO RAYMOND	R	61.00
01	297150	03/11/2020	NCS PEARSON INC	R	2,394.00
01	297151	03/11/2020	NEW LIFE ENTERPRISE	R	66.00
01	297152	03/11/2020	NORTHERN SALT INC	R	770.00
01	297153	03/11/2020	NOVACARE REHABILITATION	R	150.00
01	297154	03/11/2020	ODONNELL BAYLEE ANN	R	30.00
01	297155	03/11/2020	OKEY CHRIS	R	85.00
01	297156	03/11/2020	PAPCO, INC.	R	1,048.30
01	297157	03/11/2020	PEACHJAR, INC.	R	1,283.10
01	297158	03/11/2020	PROFESSIONAL WIRELESS COMMUNICATION	R	576.40
01	297159	03/11/2020	COLLEGE ENTRANCE EXAMINATION BOARD	R	544.00
01	297160	03/11/2020	QUALITY FLOW SYSTEMS, INC.	R	420.00
01	297161	03/11/2020	RATWIK ROSZAK & MALONEY PA	R	3,365.82
01	297162	03/11/2020	REGION 3AA	R	6,636.00
01	297163	03/11/2020	RICHFIELD ICE ARENA	R	3,100.00
01	297164	03/11/2020	SCHUMACHER ELEVATOR COMPANY	R	232.08
01	297165	03/11/2020	SELLARS JASON	R	98.00
01	297166	03/11/2020	SNAPOLOGY OF MINNEAPOLIS	R	672.00
01	297167	03/11/2020	STATE SUPPLY COMPANY	R	112.34
01	297168	03/11/2020	SUCCESS BEYOND THE CLASSROOM	R	2,340.00
01	297169	03/11/2020	TRANSPORTATION PLUS, INC.	R	7,155.00
01	297170	03/11/2020	ULINE	R	312.38
01	297171	03/11/2020	VERIZON WIRELESS	R	556.01
01	297172	03/11/2020	VOSS ELECTRIC CO	R	373.65
01	297173	03/11/2020	WEST CASEY	R	79.00
01	297174	03/11/2020	WESTERN PSYCHOLOGICAL SERVICES	R	348.70
01	297175	03/11/2020	WILD MOUNTAIN	R	168.00
01	297176	03/11/2020	XCEL ENERGY	R	22,609.77
01	297177	03/11/2020	ZUBAN FAMETTA	R	20.00

TOTAL PCARDS, CHECK REGISTER & E-PAYS	360,718.82
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CHECKS & E-PAY RUNS FOR 03/16/2020 BOARD REPORTS

BANK 05	DATE	AMOUNT
P-CARDS (Paid on 2/4/2020)	2/27/2020	24,127.58
E-PAY	3/3/2020	6,953.22
CHECKS	2/28/2020	54,082.42
	3/4/2020	174,012.89
	3/9/2020	6,038.40
	3/11/2020	95,504.31

CHECK REGISTER BANK 05 TOTAL =	360,718.82
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BREAKDOWN	
01-206-00	259,974.94
02-206-00	47,484.50
03-206-00	22,282.69
04-206-00	30,585.69
06-206-00	70.00
07-206-00	-
08-206-00	-
20-206-00	218.28
21-206-00	102.72
47-206-00	-
50-206-00	-
BANK TOTAL =	360,718.82

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, March 16, 2020

Subject: PERSONNEL ITEMS
(Recommended by Superintendent)

That the Board of Education approve the following personnel items:

Management Team Full Time Resignation

Brenda Nielsen – Director of Human Resources

Certified Full Time Position for Employment – Temporary

Adam Alcott – Language Arts – Senior High

Certified Full Time Request for Extended Leave of Absence

Jennifer Kotsmith Kraus – Art – Senior High

Certified Full Time Request for Leave of Absence – Child care

Allison Rehm – Speech Language Pathologist – Centennial

Certified Full Time Request for Leave of Absence – Professional/Career

Elizabeth Zehnpfennig – Global Language German – Senior High

Certified Full Time Resignation

(Evan) Dave Ballard – Science Teacher – Senior High School

Kimberly Doran – Special Education Lead Social Worker - SEC

Adam Fleitman – Special Education – Senior High School

Megan Pieters – School Social Worker – Centennial

Classified Full Time Request for Leave of Absence – Child Care

Jessica Lauer-Schumacher – Administrative Assistant 3 – Central

Classified Full Time Request for Leave of Absence – Other

Cristela Cruz – Clerical 2 Para – Sheridan Hills

Classified Full Time Resignation – Facilities & Transportation

David Nelson – Building Cleaner – Senior High

Classified Part Time Position for Employment – Paraprofessional
Hilda Lizeth Alcala – Administrative Assistant 1 – RCEP

Classified Part Time Termination – Food & Nutrition Services
Jared Bagley – Kitchen Assistant – Senior High

Classified Part Time Resignation – Paraprofessional
Vicki Sells – Special Education Clerical Para – Multi Building

OLD BUSINESS – FOR REVIEW

Agenda Item V.A.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, March 16, 2020

Subject: Policy 502 Resident and Nonresident Student Enrollment and 502.1 New Student Registration Requirements

(Recommended by the Superintendent)

A third read of Policy 502 and 502.1.

Attachments

Policy 502 – Third Read – Redlined

Policy 502.1 Guidelines – New Student Registration Requirements - Original

RICHFIELD PUBLIC SCHOOLS

RESIDENT AND NONRESIDENT STUDENT ENROLLMENT

I. PURPOSE

The purpose of this policy is to provide a framework for enrollment of resident and nonresident students, in accordance with law and policy.

II. GENERAL STATEMENT OF POLICY

The Richfield Board of Education recognizes that choice in the selection of a public school provides parents and learners an opportunity to seek a school that best fits their needs and interests. To this end, in addition to serving students who are Richfield residents, the school district desires to participate in the Enrollment Options Program established by Minnesota Statutes § 124D.03. ~~The school district is also supportive of interdistrict transfer agreements that allow for the transfer of students in grades K-12 into or out of the school district.~~

III. RESIDENT STUDENT ENROLLMENT

A. Admission of Resident Students - Pursuant to Minn. Stat. § 120A.20, Subd.1, admission to the Richfield Public Schools is free to any student residing within the school district who is under 21 years of age and meets either the minimum age requirements outlined in Board Policy 501 or the early entrance requirements outlined in Administrative Guidelines 501.2.

B. Education and Residence of Homeless Students - Notwithstanding Section III.A above, admission shall not be denied to a school aged student who is homeless, highly-mobile and/or experiencing housing instability solely because the district cannot determine that the student is a resident of the school district. Pursuant to Minn. Stat. § 120A.20, Subd.2b, the school district of residence for a school aged student who is homeless, shall be the school district in which the parent or legal guardian resides, unless: (1) parental rights have been terminated by court order; (2) the parent or guardian is not living within the state; or (3) the parent or guardian having legal custody of the child is an inmate of a Minnesota correctional facility or is a resident of a halfway house under the supervision of the commissioner of corrections. If any of clauses (1) to (3) apply, the school district of residence shall be the school district in which the pupil resided when the qualifying event occurred. If no other district of residence can be established, the school district of residence shall be the school district in which the pupil currently resides. If there is a dispute between school districts regarding residency, the district of residence is the district designated by the commissioner of education. highly-mobile and/or experiencing housing instability shall be the school district in which the

~~homeless shelter or other program, center, or facility assisting the student is located.~~

C. Registration Requirements, Including Determination of Residency

1. Administrative Guidelines 502.1 provides a sample listing of new student registration requirements, including a notice outlining a variety of ways to establish residency status.
2. ~~Administrative Guidelines 502.2 is a sample form that may be used by a non-resident parent to assign parental authority and power of attorney for a school-age child to a resident of the school district. The form affirms that the child is residing in the district for the purpose of receiving care and support, and not for the primary purpose of attending school in the district. Upon submission of the form, the child may be enrolled as a resident of the district.~~

IV. NONRESIDENT STUDENT ENROLLMENT UNDER THE ENROLLMENT OPTIONS PROGRAM

A. This section outlines the application and exclusion procedures for the Enrollment Options Program established by Minn. Stat. § 124D.03.

B. Eligibility - Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services, class, grade level, or school building, as established by school board resolution in accordance with standards outlined in Section C1 below.

C. Standards

1. The following standards *may* be used in determining whether to accept or reject an application for open enrollment:
 - a. Space is available for the applicant under enrollment cap standards established by school board policy or other directive.
 - b. In considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (1) one percent of the total enrollment at each grade level in the school district; or (2) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.

c. The applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

d. Pursuant to statute Minn. Stat. § 124D.03 subd. 1(b), the school district may refuse to allow a pupil who was expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:

i. possessing a dangerous weapon, as defined by United States Code, title 18, section 930, paragraph (g)(2), at school or a school function;

ii. possessing or using an illegal drug at school or a school function;

iii. selling or soliciting the sale of a controlled substance while at school or a school function; or

iv. committing a third-degree assault as described in section Minn. Stat. §609.223, subdivision 1.

~~2. Standards that may be used for rejection of application. In addition to the provision of II.A. the school district may refuse to allow a pupil who is expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:~~

~~a. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one half inches in length, at school or a school function;~~

~~b. possessing or using an illegal drug at school or a school function;~~

~~c. selling or soliciting the sale of a controlled substance while at school or a school function; or~~

~~d. committing a third degree assault involving assaulting another and inflicting substantial bodily harm.~~

3.2. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

- a. previous academic achievement of a student;
- b. athletic or extracurricular ability of a student;

- c. disabling conditions of a student;
- d. a student's proficiency in the English language;
- e. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
- f. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section IV.C. of this policy.

- D. Application** - The student and parent or guardian must complete and submit the MDE Application for Enrollment, which is located here: <https://education.mn.gov/MDE/fam/open/>, the application documents are either:
- [General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education](#) OR
 - [Statewide Enrollment Options Application for State-funded Voluntary Pre-Kindergarten \(VPK\) or School Readiness Plus \(SRP\) Application](#)

E. PreK-12 Lotteries

If a school district has more applications than available seats at a specific grade level within the K-12 grades band, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

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

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

A lottery process is used to create equitable opportunities for student placement in Richfield's three and four year old preschool programs. An early childhood lottery will be conducted annually and placement will be determined based on program availability and eligibility requirements set by the Minnesota Department of Education when applicable. The district will communicate the early childhood lottery process and timelines annually in the fall community education catalog and on the district website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process.

Although an application may not be rejected based on previous disciplinary proceedings, except as noted in C.2 above, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. . Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. ~~Stat. § 260C.007 Subd. 19~~, Ch. 260 and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16-17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school or high school, or a child who is ~~16-or~~ 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The school district may also terminate the enrollment of a nonresident student over 16-17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

V. OTHER ENROLLMENT OF NONRESIDENT STUDENTS

- A. Grade 11 - 12 Enrollment** - In accordance with Minn. Stat. § 124D.08, Subd. 3, students who move after completing the tenth grade at Richfield High School may apply for an interdistrict transfer and graduate with their class. Approval of the resident district is not required.
- B.** A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notices shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing,

of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

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

D. Students moving into the district prior to October 1, may apply for an interdistrict transfer to begin the year in Richfield prior to their move. If the resident district does not approve the agreement, the student(s) will still be allowed to begin the year on a tuition free basis. The same applies to students moving out of Richfield after April 30 who wish to complete the school year at Richfield.

E.. **High School Graduation Incentives Program** - Requests for enrollment in the Richfield Public Schools or another public school district as part of the High School Graduation Incentives Program shall be approved or disapproved in accordance with the provisions of Minn. Stat. § 124D.68.

F.. **Nonresident attendance on a tuition basis** - Nonresident students who wish to attend the Richfield Public Schools apart from the provisions of this or other district policy shall pay tuition as established annually by the Board of Education. Such tuition charge shall be based on the total maintenance cost per pupil unit, exclusive of transportation, or the previous school year plus an assessment for capital outlay and debt service based on actual costs per pupil unit for these items in the previous school year.

VI. ENROLLMENT IN SCHOOLS AND PROGRAMS OPERATED BY CONSORTIA

Access of resident and nonresident students to schools and programs operated by consortia is governed by policies established by or laws applicable to each consortium. Such policies and laws are referenced at the end of this policy.

Legal References: Minn. Stat. §124D.03, Subds. 3, 4, 6 and 7 (Enrollment Options Program)
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
Minn. Stat. § 121A.40 to 121A.56 (The Pupil Fair Dismissal Act of 1974)
Minn. Stat. §260C.007, Subd. 19 (Habitual Truant)

Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)
Minn. Stat. § 124D.08 (Agreements between School Boards;
Enrollment Exceptions

Cross References: Board Policy 501 (Initial Entrance to School)
Board Policy 503 (Foreign Students)
Board Policy 541 (Student Behavior)
~~West Metro Education Program Joint Board Policy 509 (Student
Enrollment Policies and Procedures)~~

ADOPTED BY THE BOARD OF EDUCATION: August 17, 1987

REVIEWED BY THE BOARD OF EDUCATION: March 4, 2013

REVISED BY THE BOARD OF EDUCATION: April 1, 1996, June 15, 1998, September
18, 2000, March 6, 2006, May 1, 2006; February 19, 2008

RICHFIELD PUBLIC SCHOOLS

**SAMPLE
NEW STUDENT REGISTRATION REQUIREMENTS**

Richfield Senior High School
7001 Harriet Ave. S.
Richfield, MN 55423
Telephone: (612)798-6120 Fax #: (612)798-6117

NEW STUDENT REGISTRATION REQUIREMENTS

NOTE: Registration at Richfield High School is by appointment only.

To make your transfer to Richfield High School as pleasant as possible and to register you in appropriate classes, the Richfield High School guidance office requires that you provide us with essential records. On the day of your appointment to register at Richfield High School, you need to bring with you or have your previous school send to the Richfield High School guidance office prior to your registration, the following records:

1. **COPY OF BIRTH CERTIFICATE OR OTHER RELIABLE PROOF OF THE STUDENT'S IDENTITY AND AGE.**
2. **MINNESOTA BASIC STANDARDS TEST SCORES (GRADE 8 IN 2004-05 OR EARLIER) OR MCA II/GRAD (GRADE 8 IN 2005-06 AND AFTER) IN READING, MATH AND WRITING.**
3. **TRANSCRIPT FROM ALL PREVIOUS SCHOOLS**, including credits and grades earned in previous courses and standardized test scores. (If a transcript is not available, bring all of your high school report cards.)
4. **IEP AND INFORMATION OF SPECIAL EDUCATION SERVICES YOU HAVE RECEIVED OR FOR WHICH YOU MAY QUALIFY.**
5. **HEALTH RECORD** – Students enrolling in grades 9-12 need to provide dates of immunizations before registering for classes. The minimum requirement is MMR (2), DPT (3) or Td (3) - one of which must have been given since the age of 11 years unless the student received a Td booster after the age of 7. If the student has received the Td booster between the ages 7 and 11, he/she is then required to have another booster 10 years later. Each student must also have a record of at least 3 polio immunizations.
6. **STUDENT WITHDRAWAL FORM** – If you are enrolling at Richfield High School at any time other than the beginning of the school year, we need courses in progress at your previous school and grades in these courses at the time of withdrawal.

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7. **RESIDENCY VERIFICATION** – All new residents enrolling students are asked to verify residency within the Richfield School District in any of the ways listed in Administrative Guidelines 502.2, *Notice to Parents / Guardians of Incoming Students*.
8. **INTERDISTRICT TRANSFER OR OPEN ENROLLMENT** -- If you are living in another school district and wish to enroll at Richfield, you must apply for permission to attend Richfield High School through your resident district. Verification of approval will be sent to the office of the Richfield superintendent. After obtaining permission, you must make an appointment with the Richfield High School principal for final approval prior to making your appointment for registration at Richfield High School. At the time of the appointment you must have a parent or guardian with you and bring all the above information.
9. **VERIFICATION OF ASSIGNED GUARDIAN** - If you do not live with your parents but live with another adult or adults whose residence is within the Richfield attendance boundaries, your parents must present a signed, notarized statement that they have transferred parental authority to the Richfield resident(s), and the Richfield resident(s) must present a signed statement accepting the delegation of parental authority. A sample Power of Attorney / Delegation of Parental Authority Form is provided for this purpose.

Dated: August 17, 1987

Reviewed: March 4, 2013

Revised: April 1, 1996, June 15, 1998, September 18, 2000, March 6, 2006

NOTICE TO PARENTS/GUARDIANS OF INCOMING STUDENTS

Minnesota Statutes §120A.20 provides that admission to a public school is free to any person meeting age requirements who resides within the district which operates the school. M.S. §124D.03 also allows a free public education for non-resident students whose attendance is approved under various enrollment options.

Per pupil funding is received only for students who are enrolled in accordance with these laws. Thus, it is necessary for the school district to ensure that newly enrolled students are either residents of the district or non-residents whose attendance is approved via a non-resident attendance agreement or through one of the state's enrollment option plans.

Proof of Residency

New residents enrolling students are asked to verify residency within the Richfield School District in any one of the following ways:

- Signed purchase agreement for a home
- Signed lease agreement
- If the parent/guardian is living in but not leasing space owned by a district resident, a letter from the district resident verifying the living arrangement.
- Driver's license
- Voter's registration card
- Change of address notice obtained through the post office listing a new address within the attendance boundaries of the Richfield Public Schools
- Utility bills to the parent/guardian
- Bank statements
- Bills for good or services mailed to parent/guardian
- Other evidence offering proof that the parent/guardian has moved out of a prior residence and into the Richfield School District.

Note: In accordance with M.S. §120A.20, Subd. 2, the Richfield Public Schools will not deny free admission to a homeless person of school age solely because the school district cannot determine that the person is a resident of the school district.

Non-Resident Attendance Agreement

If you are not a resident of the Richfield School District but would like your child to attend the Richfield Public Schools on a tuition-free basis, you must apply for permission to attend the Richfield Schools through your resident district. For further information regarding enrollment options and guidance on the application process, call Judy Allen in the District Office, 798-6062.

OLD BUSINESS – FOR REVIEW

Agenda Item V.B.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, March 16, 2020

Subject: Policy 612 Curriculum Development, 612.1 Curriculum Approval and Selection Process, 612.2

(Recommended by the Superintendent)

A second read of Policy 612 and 612.1 and the newly created 612.2.

Attachments

Policy 612 – redlined

Guidelines 612.1 – redlined

Guidelines 612.2 - new

~~RICHFIELD PUBLIC SCHOOLS~~**RICHFIELD PUBLIC SCHOOLS****CURRICULUM ~~DECISION MAKING~~ DEVELOPMENT**
CONTINUOUS IMPROVEMENT**I. PURPOSE**

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

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the ~~district's education program. Curriculum and educational program improvement can be done through modification, new course or program offerings, updated alignment of content with academic standards or program reduction and elimination.~~ education program of the school district.

III. RESPONSIBILITY

~~A.~~ A. The superintendent shall be responsible for curriculum development, ~~and~~ for determining the most effective way of conducting research on the school district's curriculum needs; ~~and for~~ establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area. These timelines shall be congruent with state standards adoption cycles. Curriculum and educational program improvement can be done through modification, new course or program offerings, updated alignment of content with state academic standards, vertical alignment of courses with regard to rigor and complexity, or program reduction and elimination.

~~B.~~ Board affirmed academic standards, and related curriculum, instruction and assessments shall provide direction for teaching, learning and assessment.

~~C.~~ The District Curriculum Advisory Committee shall assist in the process to review curriculum, instruction and assessment, report to the public, and develop plans for improvement in the district.

~~The program improvement process will be utilized to ensure~~ B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall

include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

~~D.~~ C. Within the ongoing process of curriculum development, the following needs ~~are~~shall be addressed:

1. Provide for the articulation of curriculum and courses of study from pre-kindergarten through grade twelve.

2. Identify minimum objectives for each course and at each elementary grade level. These objectives must be aligned to state standards for a particular content and grade level.

~~4.~~ 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.

~~2. Provide for articulation of courses of study from kindergarten through grade twelve.~~

~~3. Identify key concepts, processes and content (high academic standards) for each subject and grade level.~~

~~4. Identify minimum learning objectives (foundations) for each course and at each grade level.~~

~~5. Identify both formative and summative assessment/evaluation for each course and grade level.~~

~~6.~~ 4. Provide a program for regular, systematic ongoing monitoring of student progress.

~~7.~~ 5. Provide for specific, particular, and special needs of all members of the student community.

6. Develop and publicly post a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.

~~8.~~ 7. Integrate required and elective course standards in the scope and sequence of the district curriculum.

9. 8. Meet all applicable requirements of the Minnesota State Rule Department of Education and Law federal law.

D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened utilizing an evidence-based universal screener for reading and math for characteristics of dyslexia [TC4]. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened in a locally determined manner for continued reading difficulties, including the

~~possibility of dyslexia~~for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.

- ~~E.~~ ~~Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall~~ **All families shall** be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. The Director of Teaching and Learning shall be responsible for curriculum and program review and development. The director shall keep§ 120A.20, Subd. 1(c), **regardless of the student's current ability to meet or exceed Minnesota academic standards in high school as measured by the Minnesota Comprehensive Assessments (MCAs).** ~~A student's plan under this section shall continue while the student is enrolled.~~
- ~~E.~~—**F.** The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, ~~recommend~~ as well as recommended discretionary changes, and for periodically ~~present~~presenting recommended modifications for school board review and ~~affirmation~~.
- ~~F.~~ District academic program modifications, additions or reductions shall be affirmed by the school board. Pilots, special projects and minor adjustments will be reviewed by the District Curriculum Advisory Committee and may be done with ~~approval from the Superintendent.~~
- ~~G.~~—**G.** The ~~review~~superintendent shall have discretionary authority to develop guidelines and development process will be completed through a multi-year Continuous Improvement Cycle as described in Appendices A, B, and C and addresses the following:
- ~~1. Articulation of achievement expectations and content from kindergarten through grade 12.~~
 - ~~2. Consideration for specific, particular and special needs of all members of the student community including, diversity of Race, culture, language, ability and gender.~~
 - ~~3. Identification of learning outcomes and academic standards for each course and grade level.~~
 - ~~4. Describe appropriate student work and course rigor to meet objectives.~~
 - ~~5. Provide for continuous monitoring and evaluation of programs for the purpose of meeting~~directives to implement ~~school district objectives and State of Minnesota and Federal requirements.~~
- ~~H.~~—Minor program adjustments, pilots and special projects shall:
- ~~1. Demonstrate need, purpose and intended value~~
 - ~~2. Identify objectives or learner outcomes of the project or pilot and an action plan, which includes a plan to communicate changes with students, parents and colleagues as appropriate.~~
 - ~~3. Identify funding sources.~~
 - ~~4. Summarize analysis of data related~~board policy relating ~~to need, intended outcomes and impact on the following:~~
 - ~~a. Finance~~
 - ~~b. Staffing~~
 - ~~c. Facilities~~
 - ~~d. Students~~
 - ~~e. Time~~

- f. ~~District Curriculum~~
- g. ~~District Programs~~

- 1. ~~Program and curriculum reductions shall address the following:~~
 - 1. ~~Rationale for reduction or elimination of an articulated course.~~
 - 2. ~~Required standards addressed in the course and other opportunities for students to complete the necessary standards for graduation.~~
 - 3. ~~A transition process for course elimination~~development.

Legal References: Minn. Stat. § 120B.10 (~~Findings~~; Improving Instruction and Curriculum)
~~Minn. Stat. § 120B.11 (School District Process)~~
~~Minn. Rule Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)~~
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rule Rules Parts 3501.0040—0640-3501.0180 (Graduation Standards Reading and Mathematics)
~~Minn. Rule Parts 3501.0200—3501.0290 (Graduation Standards Written Composition)~~
~~Minn. Rule Parts 3501.0505-0550 (Graduation0655 (Academic Standards for Language Arts)~~
Minn. Minn. Rules Parts 3501.0700-3501.0745 (GraduationAcademic Standards for mathematicsMathematics)
Minn. Minn. Rules Parts 3501.0800-3501.0815 (GraduationAcademic Standards ~~for the~~ Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Minn. Rules Parts 3501.1000-3501.1190 (Graduation—Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
~~Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)~~
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 20 U.S.C. § 6301, et seq. (~~No Child Left Behind~~(Every Student Succeeds Act))

Cross References: ~~Board MSBA/MASA Model Policy 603 (Curriculum Development)~~
MSBA/MASA Model Policy 604 (Curriculum and Instruction Goals)
~~Board Policy 610 (Selection and Reevaluation of 604 (Instructional ResourcesCurriculum)~~
~~BoardMSBA/MASA Model Policy 611 (Provision for 605 (Alternative InstructionPrograms)~~

~~ADOPTED BY THE BOARD OF EDUCATION: November 2, 1998~~

~~AMENDED BY THE BOARD OF EDUCATION: March 21, 2005~~

~~AMENDED BY THE BOARD OF EDUCATION: February 7, 2014~~

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

APPENDIX A 612.1 Guidelines

RICHFIELD PUBLIC SCHOOLS

DRAFT Curriculum Approval and Selection Process (updated 9/15)

1. Teachers, counselors, principals, community members, and/or parents/guardians identify a curricular need for a specific grade level or course, and bring to their building administration for review. If 50 percent or more of the staff at a district grade level or building level department (secondary) are affected by this curricular need, **or** if the total cost of the materials requested is more than \$2,000, the process moves forward to the District Curriculum Advisory Committee (see steps below). If less than 50% of the staff at a grade level or department are affected by this curricular need, **or** the total cost of the materials is less than \$2,000, the request goes to the building administration for approval.
2. The individual or group presents the suggested material, with a rationale for inclusion of the material, to the District Curriculum Advisory Committee (DCAC) at a regularly scheduled committee meeting. The committee reviews the material and either recommends that it continue in the approval process (if it meets a need, replaces or supplements an older, outdated resource) or that it is eliminated from the process. The District Curriculum Advisory Committee presents their recommendations to the Department of Teaching and Learning.
3. Materials recommended by DCAC are reviewed and analyzed by the Department of Teaching and Learning under the Direction of the Assistant Superintendent and Executive Director of Special Services. If the materials do **not** represent a full curriculum adoption, the Department of Teaching and Learning makes final approval. Decisions are then communicated in writing to the individual or group presenting the materials for approval.
4. If the request represents a full curriculum adoption, during a regularly scheduled adoption cycle, the Department of Teaching and Learning intentionally seeks representative teachers', administrators' and staff input and feedback during this step. The representative committee determines the quality of the suggested materials, the alignment to Minnesota State Academic Standards, and alignment to district Strategic Plan.
5. Full curriculum adoption materials vetted through DCAC and the Department of Teaching and Learning are made available to principals and/or instructional leadership teams for their review. Principals make recommendations for pilot classrooms of selected materials.
6. Results of the pilot studies are presented to the District Curriculum Advisory Committee and Department of Teaching and Learning during pre-determined times, not to exceed two times per year, which are set by the committee and communicated to staff by the DCAC chair. Materials deemed appropriate for full scale implementation are then recommended to the Board of Education for Richfield Public Schools.
7. During a regularly scheduled School Board meeting, a representative of the Department of Teaching and Learning requests approval of the recommended materials.

8. Following Board of Education approval, materials are ordered by the district, and are distributed to teachers for use with students. Ongoing professional development is provided and supported by the Department of Teaching and Learning. Principals monitor implementation of recommended materials.

Education Program Improvement Process

A process for continuous improvement addresses each subject and education program on a scheduled review cycle. Representative teachers participate in the full review process with frequent communications with grade-level colleagues. The District Curriculum Advisory Committee endorses recommendations before they are presented to the Board of Education.

Year 1: Program Review, Evaluation and Design

- Investigate the effectiveness of our current programming and services (may include both self-study and external assessment).
- Analyze current program in comparison to trends in effective practice related to systems, structures, staffing, instructional design, content, and pedagogy
- Define issues requiring attention and pursue causal relationships
- Revisit program mission, beliefs, characteristics, improvement goals and related action plan
- Confirm what students must know and be able to do related to key concepts, ideas, processes and events (academic standards and benchmarks)
- Determine instructional sequence and grade-level/course foundations (essential learning
- Identify or design criteria for materials selection
- Determine staffing requirements, instructional materials, training, technology and equipment needed for full implementation
- Describe how revised programs, services and strategies will “look” in practice
- Determine measures of program effectiveness
- Determine professional development required
- Submit recommendations with 3-year implementation plan to District Curriculum Advisory Committee

Year 2: Implementation

- Determine how student achievement will be measured (common assessments)
- Clarify grade-level foundations
- Provide professional development and unit design opportunities
- Work with administrators to develop measures of school-level implementation
- Communicate changes (what students must know and be able to do and how opportunities to learn will look)
- Monitor implementation for obstacles and unexpected needs
- Phase in additional equipment and materials as indicated in 3-year plan

- ~~Convene to examine student work against program expectations~~
- ~~Adjust as appropriate~~

~~Year 3: Continue Implementation~~

- ~~Focus on student work and other measures of achievement~~
- ~~Analyze effectiveness of programming for sub-populations~~
- ~~Continue targeted professional development~~
- ~~Phase in additional professional development, equipment and materials (including technology) as indicated in 3 year improvement plan~~
- ~~Monitor for full implementation with attention to technology~~
- ~~Monitor for effectiveness and manageability~~
- ~~Make appropriate adjustments~~

~~Year 4: Assess Implementation~~

- ~~Resources purchased~~
- ~~Training provided/participation~~
- ~~Assessment data collected~~

~~Year 5: Mini Audit~~

~~Quality of implementation~~

~~Consistency/variation of implementation~~

- ~~Preliminary results (Achievement data and implementation measures)~~
- ~~Unintended consequences~~
- ~~Unexpected needs~~
- ~~Environmental changes~~
- ~~Perception data/manageability~~
- ~~Recommended improvements~~

~~Year 6: Implement recommended adjustments~~

~~Year 7: Monitor and support implementation and effectiveness~~

~~Year 8: Study Trends in Effective Practice~~

~~Year 9: Prepare for full, year 1 review~~

- ~~Confirm K-12 committee members~~
- ~~Analyze data to determine program effectiveness, strengths, areas for improvement, and obstacles to achievement~~
- ~~Complete Survey of Enacted Curriculum~~
- ~~Describe current program~~
- ~~Summarize trends in effective practice~~

**RICHFIELD PUBLIC SCHOOLS
EDUCATION PROGRAM CONTINUOUS IMPROVEMENT SCHEDULE**

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Review Phase (yr-1)		Science Industrial Tech	Language Arts World Languages	Social Studies Media Services	Physical Education Health	Gifted and Talented	ESL	ALP	FACS Bus.-Ed DECA	Math Art Music
Early Implementation (yr-2)		Math Art Music	Science Industrial Tech	Language Arts World Languages	Social Studies Media Services	Physical Education Health	Gifted and Talented	ESL	ALP	FACS Bus.-Ed DECA
Implementation (yr-3)		FACS Bus.-Ed DECA	Math Art Music	Science Industrial Tech	Language Arts World Languages	Social Studies Media Services	Physical Education Health	Gifted and Talented	ESL	ALP
Assess Implementation (yr-4)		ALP	FACS Bus.-Ed DECA	Math Art Music	Science Industrial Tech	Language Arts World Languages	Social Studies Media Services	Physical Education Health	Gifted and Talented	ESL
Mini-Audit (yr-5)		ESL	ALP	FACS Bus.-Ed DECA	Math Art Music	Science Industrial Tech	Language Arts World Languages	Social Studies Media Services	Physical Education Health	Gifted and Talented
Implement Recommended Improvements (yr-6)		Gifted and Talented	ESL	ALP	FACS Bus.-Ed DECA	Math Art Music	Science Industrial Tech	Language Arts World Languages	Social Studies Media Services	Physical Education Health
Monitor and Support implementation (yr-7)		Physical Education Health	Gifted and Talented	ESL	ALP	FACS Bus.-Ed DECA	Math Art Music	Science Industrial Tech	Language Arts World Languages	Social Studies Media Services
Program Evaluation (yr-8)		Social Studies Media Services	Physical Education Health	Gifted and Talented	ESL	ALP	FACS Bus.-Ed DECA	Math Art Music	Science Industrial Tech	Language Arts World Languages
Prepare for Review Phase (yr-9)		Language Arts World Languages	Social Studies Media Services	Physical Education Health	Gifted and Talented	ESL	ALP	FACS Bus.-Ed DECA	Math Art Music	Science Industrial Tech

APPENDIX B

RICHFIELD PUBLIC SCHOOLS

CURRICULUM DESIGN AND DECISION MAKING ASSUMPTIONS

As a result of the academic program and course improvement process, committee review and unit design process and small group work and reflection, Richfield Public Schools curriculum is...

Meaningful: the curriculum emphasizes the active construction of meaning so that all students find purpose in their studies.

Gender Fair: The curriculum represents contributions by and roles open to both women and men.

Inclusive: The curriculum seeks an understanding and appreciation of the wide range of contributions by and roles open to individuals with disabilities.

Multicultural: The curriculum seeks an understanding of and appreciation for historic and contemporary contributions of and is responsive to the Racial and cultural diversity of our nation, state and community so that students develop a sense of pride in their own heritage and respect for that of others.

Technological: The curriculum uses technology throughout the delivery system, examines the influence of technology on students' lives, and gives students the skills they need to use technology to accomplish their own purposes.

Socially responsibility: The curriculum develops in students a sense of social responsibility so that they become aware of their obligations and duties as citizens in a democracy and are sensitive to needs beyond their own.

Reflective: the curriculum fosters in students the skills and attitudes of reflection so that they are able to think critically, creatively and affirmatively.

Holistic: The curriculum gives appropriate emphasis to all the significant aspects of growth and all the types of human intelligence, helping students see the connections between the separate subjects, between the content and themselves and between the content and their environment.

Global: The curriculum develops in students an awareness of global interdependence in all aspects of life, including the environment and the economy.

Open-ended: the curriculum is open-ended in two ways: it is open to revisions and continued refinement; and it provides open access to all students, so that students are not tracked into dead-ends.

Goal-based: The curriculum focuses on significant goals, so that students develop the critical skills and acquire the knowledge they need for effective lifelong learning and full functioning as citizens in a changing society.

APPENDIX C

RICHFIELD PUBLIC SCHOOLS

CURRICULUM DESIGN PROCESS

Work Flow for Curriculum Design

Consistent with research on how learning occurs, standards based teaching and learning requires several layers of work, each of which is clearly aligned with the academic standards. Students, teachers, parents and other stakeholders can describe what must be learned and why and how it is assessed. Students engage in conversations about what makes quality work and are able to take increasing responsibility for their own learning.

~~This work is completed by the K-12 curriculum review team which includes classroom, ESL and Special Education teachers, TOSAs and administrators. It is then shared across grade levels, with the Management Team, the District Curriculum Advisory Committee, and finally, the Board of Education. Based on analysis of national and state standards and test specifications, current practice and research, write...~~

~~**Academic Standard:** What must the students know and be able to do? What processes must they understand and engage in?~~

~~**Benchmarks:** What elements of the standard must they know and be able to do this year?~~

~~**Enduring Understanding:** What is the big “aha” against this standard? In the students’ language, “What difference does this learning make?” “I can...”, “I know when...”, “I make connections between...”~~

~~**Key Concepts and Ideas:** What content is essential to achieve the enduring understanding?~~

~~**Critical Skills and Vocabulary:** With what skills and vocabulary must students become proficient to successfully access and apply the key concepts and ideas?~~

~~**Common Instructional Experiences:** What instructional experiences, *Habits of Mind*, strategies and resources best support achievement of the academic standard?~~

~~**Common Assessments:** How will the learning be measured and to what extent must the content and processes be mastered? What evidence counts? How can we make sure that evaluation is unbiased, consistent and timely? How will learning be reported?~~

Instructional Calendar: Key concepts and ideas, critical skills and vocabulary, common instructional experiences and common assessments are written into instructional blocks to ensure targeted differentiation. What must each student ACCOMPLISH during this period of time? How will they/you know?

Following the design team process described above, individuals and/or groups use the work completed to inform development of...

Unit and Course Design: How can the learning be organized? What concepts, ideas and processes support each other or are naturally connected? Should the learning be sequenced chronologically? By topic? Thematically? **At this time, consideration is made for cultural, racial, disability, gender, language and socio-economic relevance and balance.**

Lesson Design in 4 Stages 1)Identify desired results; 2) Determine acceptable evidence; 3)Plan learning experiences and instruction; 4) Reflect on student response to learning experiences and refine:

Learning Objective: What do you want the student to know and be able to do?

- Assessment/Quality Indicators: How will the student describe, monitor, recognize, and demonstrate success/quality?
- What will the STUDENTS do that has a strong effect on learning?
- What learning strategy will be employed?
- What role will technology play?
- In what activities will the students engage?
- Where is student choice advantageous?
- What habits of mind can be developed by or are critical to successful completion of assigned activities?
- What instructional equipment and materials are required? Differentiated?

Evaluation of Student Work/Results: Collegial analysis of student work products is used to inform instructional decisions.

Lesson Evaluation: Reflects on the following questions...

Who was successful?

Who was not?

Where there any surprises?

Disappointments?

Who responded well?

Who responded poorly?

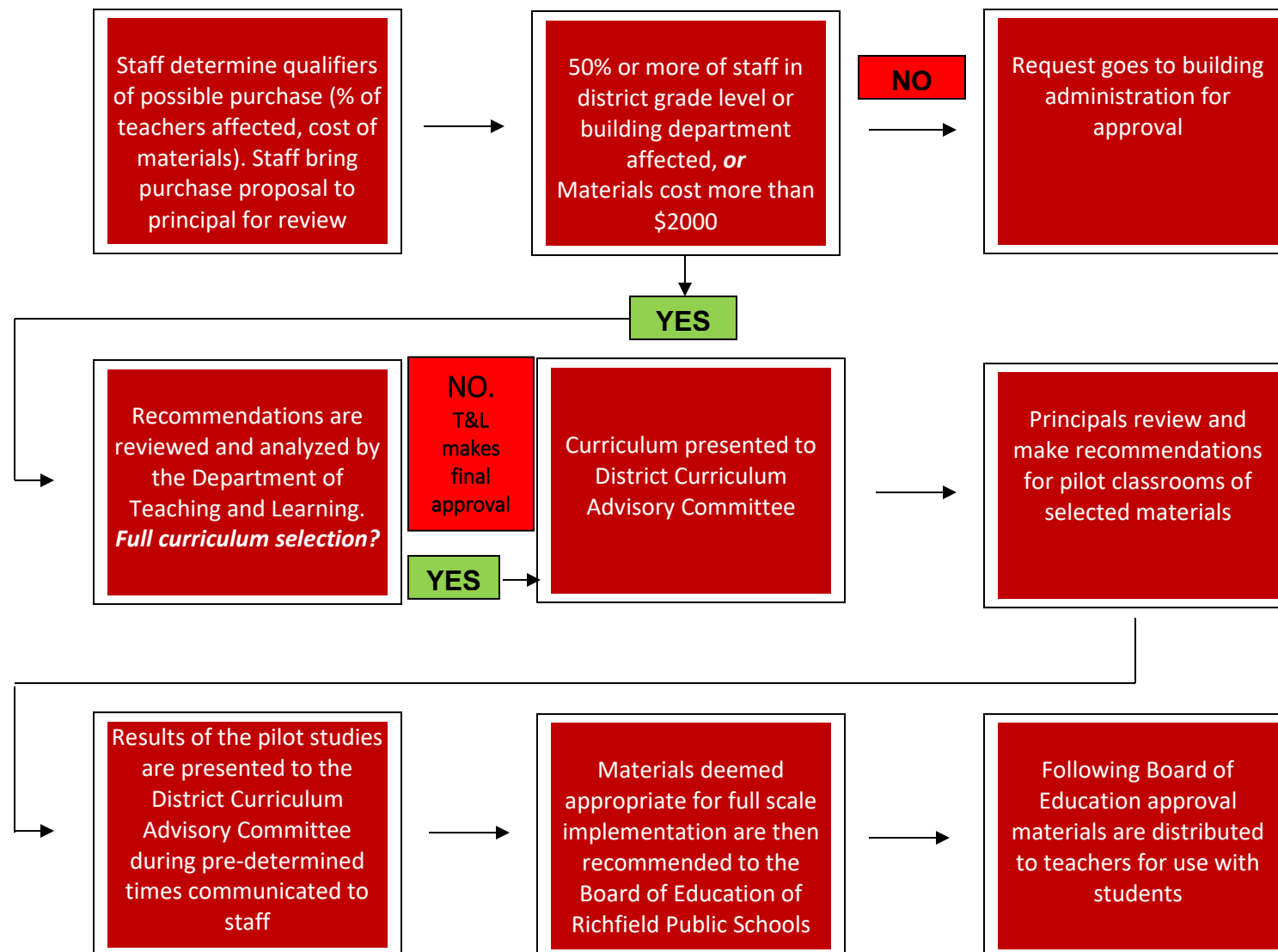
What revisions do you recommend?

Appendix Dated: February 7, 2014

Richfield Public Schools – Guideline 612.2 Curriculum Approval and Selection Process

Created September 3, 2015

This chart shows the major steps of the curriculum approval and selection process.



OLD BUSINESS – FOR REVIEW

Agenda Item V.C.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, March 2, 2020

Subject: Policy 404 – Drug and Alcohol Testing

(Recommended by the Superintendent)

A second read of Policy 404 and forms. This has been reviewed by Craig Holje with a check for legal compliance – updates include the addition the medical cannabis language which encompasses most of the changes due to statutory updates. The policy is almost exactly the same as the MSBA Model Policy with very slight changes. The guidelines are the forms utilized by RPS to comply with Policy 404.

Attachments

Policy 404 – redlined

RICHFIELD PUBLIC SCHOOLS

DRUG AND ALCOHOL TESTING

I. PURPOSE

- A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. §§ 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.
- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored

program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.

- E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS AND OTHER POSITIONS REQUIRING A COMMERCIAL DRIVERS LICENSE

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test results and other communications for the school district.

6. “Department of Transportation” (DOT) means United States Department of Transportation.
7. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.
8. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
9. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
10. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer’s instructions, in an observed collection, to raise the driver’s clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

11. “Safety-sensitive functions” are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
12. “Screening Test Technician” (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
13. “Stand Down” means to temporarily remove an employee from performing safety-sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before the MRO completes the verification process.
14. “Substance Abuse Professional” (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual’s health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that he or she has received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until he or she undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and policy of the school district.

G. Prescription Drugs

A driver shall inform his or her supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry.

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for alcohol and controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on

the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

2. Post-Accident Testing

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

3. Random Testing

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.

- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
 - d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.
- 5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.
- 6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
- 7. Refusal to Submit and Attendant Consequences
 - a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
 - b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 U.S.C. § 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
 - c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.

- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in

which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.

- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD.

EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver’s or driver applicant’s expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee’s own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
 - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be **Quest Diagnostics**, which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

2. The required records shall be retained for the following minimum periods:

Basic records	5 years
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“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Collection records	2 years
Negative and cancelled drug tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of

training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.
2. Referral, Evaluation, and Treatment
 - a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.
 - b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.
 - c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
 - d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.
3. Disciplinary Action
 - a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
 - b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may

include immediate suspension without pay and/or immediate discharge.

- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

Q. Drug & Alcohol Clearinghouse Query

1. Pursuant to federal regulations, the District must conduct a query of every driver at least once a year with the Federal Motor Carrier Safety Administration's Drug and Alcohol Clearinghouse. Drivers must consent before the District is able to make the query.

2. Consent and Reporting

a. Full Query. All new drivers must give electronic consent to a full query via the Clearinghouse website. A full query will allow the District to access: controlled substances test results, an alcohol confirmation test of .04 BAC or higher, any refusal to submit a test in the employee's history, any reports from employers of actual knowledge of on duty alcohol or controlled substance use, confirmation of completion of any return-to-duty process, a negative return to duty test, and employers' reports of completed follow-up testing. If the District obtains any information about the above activities independent of the Clearinghouse, the District will report it to the Clearinghouse pursuant to federal law.

b. Limited Query. Current employees must give consent in writing for an annual limited query. Consent for the annual limited query will be made via the form included in this Policy as Attachment H. The limited query will tell the District whether there is information about the individual driver in the Clearinghouse. If information exists, the driver will be asked to give electronic consent to a full query.

c. If a driver refuses to grant consent to the District to search the Clearinghouse, the driver will not be permitted to perform any safety-sensitive functions for the District. As a result, the District may determine that the driver is no longer qualified to perform the duties of his/her position and will be subject to disciplinary action up to and including termination of employment.

IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers, positions requiring a commercial driver's license, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. General Limitations

- a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory which participates in one of the programs listed in Minn. Stat. § 181.953, Subd. 1.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

2. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory

test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

3. Random Testing

The school district may request or require employees to undergo drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

4. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minn. Stat. § 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

5. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

6. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug

or alcohol test may be requested or required as part of the physical examination.

B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes, including medical cannabis, regardless of enrollment in the state registry program.
2. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. § 181.953, Subd. 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
4. "Job applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.).
5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. § 181.953, Subd. 1.

6. “Random selection basis” means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
7. “Reasonable suspicion” means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
8. “Safety-sensitive position” means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver’s license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of this Section D.

2. Consequences of an Employee’s Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver’s license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant’s Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver’s license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

4. Notice of and Right to Explain Positive Test Result

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.
- b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c. The employee may present verification of enrollment in the medical cannabis patient registry as part of the employee's explanation.
- d. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with

notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform him or her of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments E and F to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a

drug or alcohol test requested by the school district, unless the following conditions have been met:

- a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in his or her personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

Cross-References: Board Policy 104 - Drug-Free Workplace/Drug-Free School
Board Policy 110 – Chemical Use/Abuse
Board Policy 412 – Public and Private Personnel Data

ADOPTED BY THE BOARD OF EDUCATION: September 5, 1995

AMENDED BY THE BOARD OF EDUCATION: November 6, 2000, November 15, 2004. August 13, 2012

Attachment A
[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

—DRIVER ACKNOWLEDGMENT—

DRUG AND ALCOHOL TESTING POLICY AND MATERIALS

I have received a copy of the Drug and Alcohol Testing Policy of Independent School District No. 280, Richfield, Minnesota and have read it in its entirety. I understand that I am subject to the provisions of Article III of the policy, entitled Drug and Alcohol Testing for Bus Drivers, because the position involves operating a commercial motor vehicle and requires a commercial driver's license.

The District's policy was provided to me:

Upon adoption of the policy. (employee).

Upon my hire. (job applicant/new employee).

After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing. (job applicant).

I also received materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected.

I have been advised that the Alcohol and Controlled Substances Testing Program Manager is _____ and that any questions I may have concerning the Policy should be directed to the Program Manager.

Dated: _____

Signature of Employee/Applicant

Typed or Printed Name

Attachment B

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

~~—BUS DRIVER OR DRIVER APPLICANT—~~

AUTHORIZATION TO RELEASE INFORMATION

Section I. To be completed by the school district, signed by the bus driver, or driver applicant, and transmitted to the previous employer:

Employee Printed or Typed Name: _____

Employee SS or ID Number: _____

I hereby authorize release of information from my Department of Transportation regulated drug and alcohol testing records by my previous employer, listed in Section I-B, to the employer listed in Section I-A. This release is in accordance with DOT Regulation 49 CFR Part 40, Section 40.25. I understand that information to be released in Section II-A by my previous employer, is limited to the following DOT-regulated testing items:

1. Alcohol tests with a result of 0.04 or higher;
2. Verified positive drug tests;
3. Refusals to be tested;
4. Other violations of DOT agency drug and alcohol testing regulations;
5. Information obtained from previous employers of a drug and alcohol rule violation;
6. Documentation, if any, of completion of the return-to-duty process following a rule violation.

Employee Signature: _____ Date: _____

Section I-A.

School District Name: _____

Address: _____

Phone #: _____ Fax #: _____

Designated Employer Representative: _____

Section I-B.

Previous Employer Name: _____

Address: _____

Phone #: _____

Designated Employer Representative (if known): _____

Section II. To be completed by the previous employer and transmitted by mail or fax to the new employer:

Section II-A. In the two years prior to the date of the employee's signature (in Section I), for DOT-regulated testing:

1. Did the employee have alcohol tests with a result of 0.04 or higher? YES ____
NO ____
2. Did the employee have verified positive drug tests? YES ____
NO ____
3. Did the employee refuse to be tested? YES ____ NO ____
4. Did the employee have other violations of DOT agency drug and alcohol testing regulations? YES ____ NO ____
5. Did a previous employer report a drug and alcohol rule violation to you? YES ____
NO ____
6. If you answered "yes" to any of the above items, did the employee complete the return-to-duty process? N/A ____ YES ____
NO ____

NOTE: If you answered "yes" to item 5, you must provide the previous employer's report. If you answered "yes" to item 6, you must also transmit the appropriate return-to-duty documentation (e.g., SAP report(s), follow-up testing record).

Section II-B.

Name of person providing information in Section II-A: _____

Title: _____

Phone #: _____

Date: _____

Attachment C

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

**—BUS DRIVER OR DRIVER APPLICANT —
REFUSAL TO SUBMIT TO TESTING**

I hereby refuse to submit to drug/alcohol testing by doing the following:

- ___ Failing to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
- ___ Failing to remain at the testing site until the testing process is complete;
- ___ Failing to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
- ___ Failing to permit the observation or monitoring of any provision of a specimen in the case of a directly observed or monitored collection in a drug test;
- ___ Failing to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure;
- ___ Failing or declining to take a second test as directed;
- ___ Failing to undergo a medical examination or evaluation, as directed by the Medical Review Officer (MRO) or the Designated Employer Representative (DER);
- ___ Failing to cooperate with any part of the testing process (e.g., refusing to empty pockets when so directed by the collector, behaving in a confrontational way that disrupts the collection process, failing to wash hands after being directed to do so by the collector, failing to sign the certification on the form;
- ___ Failing to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
- ___ Possessing or wearing a prosthetic or other device that could be used to interfere with the collection process;
- ___ Admitting to the collector or MRO that the driver adulterated or substituted the specimen;
or
- ___ Having a verified adulterated or substituted test as reported by the MRO.

[An applicant who fails to appear for a preemployment test, who leaves the testing site before the preemployment testing process commences, or who does not provide a urine specimen

because he or she left before it commences, is not deemed to have refused to submit to testing.]

I recognize that my refusal subjects me to the consequences specified in federal law and regulations. It also constitutes a presumption of a positive result. I further recognize that if I am an applicant, I will be disqualified from consideration for the conditionally-offered position. If I am an employee, I will not be permitted to perform safety-sensitive functions, and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If the school district offers me an opportunity to return to a DOT safety-sensitive function, I understand I will be evaluated by a substance abuse professional, and will be required to submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

Date: _____

Time: _____

Signature of Employee/Applicant

Supervisor: _____

Supervisor's Signature

Comments:

_____ Employee refusal to sign

Supervisor's Initials: _____

Attachment D

(TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD)

—PRETEST NOTICE —

I, _____, the undersigned employee/job applicant of Independent School District No. 280, Richfield, Minnesota ("School District") do hereby acknowledge that I have been provided a copy of the School District's Drug and Alcohol Testing Policy.

I hereby agree to submit to drug or alcohol testing on a random basis as required by my employer, Independent School District No. 280. I understand that such testing may include any method of analysis at my employer's discretion, including intoxilyzer (breath-testing), blood test, or urine test, and may occur at any time without prior notice to me. I understand that I have certain rights under state law regarding drug and alcohol testing and I have been provided a copy of the law applicable to those rights and have had an opportunity to review it. I hereby waive all of my rights regarding employer drug and alcohol testing under state law including, but not limited to, the right to written notice of drug and alcohol testing pursuant to a school district policy and confirmatory retest. I understand that a positive drug or alcohol test will subject me to discipline which includes, but is not limited to, immediate suspension without pay or immediate discharge, pursuant to the provisions of this policy.

I specifically acknowledge that this waiver and consent is completely voluntary and no school district official has coerced me in any manner.

Date: _____

Signature of Employee/Job Applicant

Typed or Printed Name

Dated: _____

Witness

Attachment E

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

[Employee Name]
[Employee Address]

RE: Drug and/or Alcohol Test
[Date of Testing]

NOTICE OF TEST RESULTS AND VARIOUS RIGHTS

Test Results:

Independent School District No. 280, Richfield, Minnesota has received the test result report from the testing laboratory:

_____Your initial screening test result was negative.
_____Your confirmatory test result was negative.
_____Your confirmatory test result was positive.

Test Result Report:

You have the right to request and receive from the school district a copy of the test result on any drug or alcohol test.

Right to Explain Positive Test Result:

In the case of a positive test result on a confirmatory test, you have the right to explain the results. You may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result. Attached to this Notice is a document entitled "Explanation of Positive Test Result" for this purpose.

Right to Request Confirmatory Retests:

In the case of a positive test result on a confirmatory test, you have the right to request a confirmatory retest of the original sample at your own expense.

Within five (5) working days after notice of the confirmatory test result, you must notify the school district in writing of your intention to obtain a confirmatory retest.

Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that you have requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against you.

Other Rights:

In the case of a positive test result on a confirmatory test, you may have other rights provided under the sections detailed below.

A. Employee Discharge and Discipline

1. The school district may not discharge, discipline, discriminate against, request or require rehabilitation of an employee whose position does not require a commercial driver's license on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

2. The school district may not discharge an employee whose position does not require a commercial driver's license for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

3. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

4. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.

5. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

B. Withdrawal of Applicant's Job Offer

If a job applicant for a position that does not require a commercial driver's license has received a job offer made contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

Attachment F

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

—EXPLANATION OF POSTITIVE TEST NOTICE —

I the undersigned employee/job applicant of Independent School District No. 280, Richfield, Minnesota acknowledge receipt of a Notice of Test Results and Various Rights. This includes my right to explain the positive result on a confirmatory test.

I am currently taking or have recently taken:

_____ no over-the-counter or prescription medications; or

_____ the following over-the-counter or prescription medications:

I also offer the following information relevant to the reliability of, or explanation for, a positive test result:

Date: _____

Signature of Employee/Job Applicant

Typed or Printed Name

Attachment G

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

ACKNOWLEDGMENT — DRUG AND ALCOHOL TESTING POLICY

I have received a copy of the Drug and Alcohol Testing Policy of Independent School District No.280 ,Richfield, Minnesota and have read it in its entirety.

The District's policy was provided to me:

☐ Upon adoption of the policy. (employee).

☐ Upon my hire. (job applicant/new employee).

☐ After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing. (job applicant).

Dated: _____

Signature of Employee/Applicant

Typed or Printed Name

Attachment G

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

**General Consent for Limited Queries of the Federal Motor Carrier Safety Administration
(FMCSA) Drug and Alcohol Clearinghouse**

I, _____, hereby provide consent to Richfield Public Schools to conduct a limited query of the FMCSA Commercial Driver's License Drug and Alcohol Clearinghouse (Clearinghouse) to determine whether drug or alcohol violation information about me exists in the Clearinghouse.

I understand that Richfield Public Schools will be conducting a yearly limited query for the duration of my employment with Richfield Public Schools.

I understand that if the limited query conducted by Richfield Public Schools indicates that drug or alcohol violation information about me exists in the Clearinghouse, FMCSA will not disclose that information to Richfield Public Schools without first obtaining additional specific consent from me.

I further understand that if I refuse to provide consent for Richfield Public Schools to conduct a limited query of the Clearinghouse, Richfield Public Schools must prohibit me from performing safety-sensitive functions, including driving a commercial motor vehicle, as required by FMCSA's drug and alcohol program regulations.

Employee Signature _____

Date _____

NEW BUSINESS - FOR ACTION

Agenda Item VI.A.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, March 16, 2020

SUBJECT: RESOLUTION DISCONTINUING POSITIONS FOR 2020-2021

(Recommended by Superintendent)

That the Board of Education approve the attached resolution which eliminates certified positions within specific licensure areas as recommended to achieve the necessary staffing for 2020-2021.

Background Information

(Prepared by Craig Holje)

3.58 FTE certified positions need to be eliminated for the 2020-2021 school year in order to adjust staffing to the projected student enrollment and the associated revenue in the formula allowance. In addition, staffing also addresses fluctuation in grade levels and course registrations. Adjustments were also made to account for program needs and necessary budget reductions. This FTE reduction includes 2.92 FTE general education positions and .66 FTE in special programs positions.

2020-2021 staffing will maintain average class sizes within the target established by the Board. Staffing may be increased later this spring.

See attached.

RESOLUTION DISCONTINUING POSITIONS

WHEREAS financial limitations, because of multiple factors including enrollment changes, applicable to Independent School District No. 280 (Richfield) have restricted the amount of revenue available to the School District in the school year 2020-2021; and

WHEREAS a need exists to provide a sound educational program commensurate with the financial resources available; and

NOW THEREFORE BE IT RESOLVED that the position(s) of:

Elementary/Secondary FTE Reductions:	
Art	.38
Global Language/Spanish	.37
Global Language/German	.18
Language Arts	.64
Mathematics	.18
Music	.60
Physical Education	.20
Science	.37
Special Programs Reductions:	
English as a Second language	.16
Preschool Teachers	.5
Total :	3.58

be and the same hereby is/are discontinued pursuant to the provision of Minn. Stat. Sec. 122A.40.

Chairman

Clerk

Date

NEW BUSINESS – FOR ACTION

Agenda Item VI.B.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, March 16, 2020

SUBJECT: BID AWARD – Richfield High School – 2020 Asbestos Abatement Project

(Recommended by Superintendent)

That the Board of Education approve the Richfield High School – 2020 Asbestos Abatement Project Bid Award and authorize the administration to enter into contract with ECCO Midwest for \$235,200.00.

Background Information

(Prepared by Craig Holje)

On Tuesday, February 25, 2020, the District received seven (7) bids for the above-referenced project. The District administration along with ICS recommend that the bid be awarded to the lowest responsible bidder, ECCO Midwest for the amount of \$235,200.00.

Specific information and bid tabulation is included in the additional materials in this packet.

**Richfield High School
Spring/Summer 2020 Asbestos Removal**

BID OPENING

IEA Project #202010104

February 25, 2020, at 10:00 a.m.

Contractor	Lump Sum Base Bid	Unit Price #1	Unit Price #2	Unit Price #3	Unit Price #4	Unit Price #5	Unit Price #6	Unit Price #7
Sterling Systems	\$390,780.00	\$115.00	\$80.00	\$7.50	\$110.00	\$100.00	\$450.00	\$6,100.00
VCI	\$309,000.00	\$125.00	\$18.00	\$5.50	\$115.00	\$110.00	\$500.00	\$5,900.00
EnviroBate	\$297,000.00	\$120.00	\$20.00	\$6.00	\$115.00	\$112.00	\$500.00	\$2,400.00
Mavo Systems	\$260,540.00	\$125.00	\$45.00	\$6.50	\$115.00	\$115.00	\$450.00	\$1,500.00
Dennis Environmental	\$277,000.00	\$115.00	\$25.00	\$6.50	\$115.00	\$112.00	\$500.00	\$3,520.00
ECCO Midwest	\$235,200.00	\$150.00	\$30.00	\$7.50	\$120.00	\$120.00	\$500.00	\$1,600.00
Titan Environmental	\$278,000.00	\$120.00	\$20.00	\$10.00	\$115.00	\$115.00	\$600.00	\$3,000.00

Contractor	Bid Bond	Responsible Contractor Documents	Construction Schedule
Sterling Systems	X	X	X
VCI	X	X	X
EnviroBate	X	X	X
Mavo Systems	X	X	X
Dennis Environmental	X	X	X
ECCO Midwest	X	X	X
Titan Environmental	X	X	X

March 4, 2020



*Providing Trusted
Health & Safety Solutions*

Board of Education
Richfield Public Schools
7001 Harriet Avenue South
Richfield, MN 55423

**RE: Richfield High School
2020 Asbestos Abatement Project
IEA Project #202010104**

Dear Board Members:

On Tuesday, February 25, 2020, a total of seven (7) sealed bids were received for the Richfield High School – 2020 Asbestos Abatement Project. A copy of the Bid Tabulation is enclosed for your review.

As a result of the bid opening, **ECCO Midwest** is the low bidder for the **Lump Sum Base Bid**.

The post-bid submittal package was received and has been reviewed. The Institute for Environmental Assessment (IEA, Inc.) finds no reason not to award the above-referenced project to ECCO Midwest.

With the District's approval, IEA will notify ECCO Midwest, in writing, that Richfield Public Schools has accepted their Lump Sum Base Bid of **\$235,200.00** to conduct work on the above-referenced project.

If you have any questions or require additional information, please do not hesitate to contact me.

Sincerely,
IEA, INC.

Michael Voss
Senior Project Manager

MV:mtv 020420

Enc.

INSTITUTE FOR ENVIRONMENTAL ASSESSMENT, INC.
www.ieasafety.com

BROOKLYN PARK
9201 West Broadway, #600
Brooklyn Park, MN 55445
763-315-7900
FAX 763-315-7920
800-233-9513

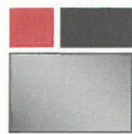
MANKATO
610 North Riverfront Drive
Mankato, MN 56001
507-345-8818
FAX 507-345-5301
800-233-9513

ROCHESTER
210 Woodlake Drive SE
Rochester, MN 55904
507-281-6664
FAX 507-281-6695
800-233-9513

BRAINERD
601 NW 5th Street, Ste. #4
Brainerd, MN 56401
218-454-0703
FAX 218-454-0703
800-233-9513

MARSHALL
1420 East College Drive
Marshall, MN 56258
507-476-3599
FAX 507-537-6985
800-233-9513

VIRGINIA
5525 Emerald Avenue
Mountain Iron, MN 55768
218-410-9521
FAX 763-315-7920
800-233-9513



Richfield Public Schools - 2020 Asbestos Removal – Richfield High School

SECTION 00210 SUPPLEMENTARY INSTRUCTIONS to BIDDERS REQUIRED POST BID SUBMITTALS

- Licenses: See attached

- References:

Coon Rapids Middle School – Summer 2018 Interior Demolition and Asbestos Removal
11600 Raven Street Northwest, Coon Rapids, Minnesota 55433
Interior Demolition/Asbestos Abatement: Floor Tile/Mastic, Wood Flooring, Pipe Insulation, Chalk Boards
07/05/18 to 08/07/18 / Contract Amount: \$182,155
Owner: Independent School District No. 11, 2727 North Ferry Street, Anoka, Minnesota 55303
Owner's Representative: Ms. Brenda Fischer (Institute for Environmental Assessment)
PH: 763-315-7900 / E-Mail: Brenda.fischer@ieainstitute.com

Ireland Hall Renovation, University of St. Thomas, 210 Selby Avenue, St. Paul, Minnesota 55104
Interior Demolition/Asbestos Abatement: Floor Tile/Mastic, Pipe Insulation, Chalk Boards, Windows
05/28/19 to 12/23/19 / Contract Amount: \$154,750
Owner: University of St. Thomas, 2115 Summit Avenue, St. Paul, Minnesota 55105
Owner's Representative: Ms. Chantell Buzewicz, Consultant (Wenck & Associates, Inc.)
PH: 763-479-4200 / E-Mail: cbazewicz@wenck.com

Former Molex Facility Renovation, 22 Empire Drive, St. Paul, Minnesota 55103
Interior Demolition
05/28/19 to 12/23/19 / Contract Amount: \$473,400
Owner: Bio-Techne Corporation, 614 McKinley Place Northeast, Minneapolis, Minnesota 55413
Owner's Representative: Mr. Thomas Hannasch, General Contractor (McGough Construction Co)
PH: 651-634-4626 / E-Mail: thannasch@mcgough.com

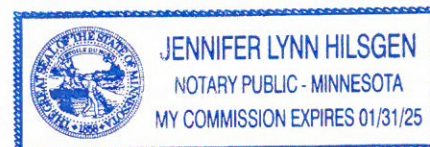
Stillwater Middle School – Lily Lake Elementary School Asbestos Abatement Project
523 Marsh Street West, and 2003 Willard Street West, Stillwater, Minnesota 55082
Interior Demolition/Asbestos Abatement: Floor Tile/Mastic, Pipe Insulation, Chalk Boards
06/06/19 to 07/02/19 / Contract Amount: \$58,290
Owner: Independent School District No. 834, 1875 South Greeley Street, Stillwater, Minnesota 55082
Owner's Representative: Mr. Stephen C. Field, Consultant (Field Environmental Consulting, Inc.)
PH: 952-237-2787 / E-Mail: steve@fieldconsultinginc.com

- Contingency Plan: See attached
- Litigation and Arbitration: As President of ECCO Midwest, Inc., I formally affirm that ECCO Midwest, Inc. is not a party to any civil or criminal action involving asbestos-related work, or is a party in any arbitration proceeding involving asbestos related work.
- Fines and Citations: See attached fines/citation information issued/settled in past three years.
- Liquidated Damages: As President of ECCO Midwest, Inc., I formally affirm that ECCO Midwest, Inc. has on no account, incurred liquidated damages on any projects.
- Authorized Personnel: Dave Sobaski (President) 651-788-9556, Ted Pladson (Estimator/Project Manager) 651-440-2438 and Troy Moszer (Abatement supervisor) 651-295-2495.
- Contractor Qualifications: See attached
- Insurance: See attached
- Subcontractors: No proposed use of subcontractors

Mr. David P. Sobaski
President

Subscribed and sworn before me this 26th day of February 2020.

Notary Public



Minnesota Department of Health

Asbestos Contractor License

License Number: AC824

Issued on: December 18, 2019

To:

ECCO Midwest, Inc.
2939 Enterprise Ave, Suite B
Hastings, Minnesota 55033-4154

Responsible Individual: Jeffrey L. Dahl

This license is valid from January 18, 2020 to January 17, 2021.

Pursuant to Minnesota Statutes, section 144.99, this license may be suspended or revoked for failure to conduct asbestos-related work in compliance with applicable regulations.

Asbestos-related work must be conducted according to Minnesota Statutes, sections 326.70 to 326.81 and Minnesota Rules, parts 4620.000 to 4620.3724.



Thomas P. Hogan, Director
Environmental Health Division

LICENSE/CERTIFICATE/REGISTRATION DETAIL

Class Type: CONTRACTOR
REGISTRATION Number: IR659602

Application No: 306907 Status: ISSUED

Expire Date: 12/31/2021 Effect Date: 1/1/2020

Orig Date: 11/27/2012 Print Date:

Enforcement Action: NO

Workplace Experience: N/A

Name: ECCO MIDWEST, INC.

Address: 2939 ENTERPRISE AVE
STE B HASTINGS , MN 55033

Phone:

A CONTRACTOR REGISTRATION IS NOT A LICENSE!

Contractor Registration is required for building contractors that are not licensed or required to be licensed by DLI, but *it is not intended to provide any level of consumer protection*. To verify the status of **licensed** residential contractors, remodelers, and roofers, search under the **Residential Contractors "Discipline"** on the license lookup tool

Another Lookup?

EQUAL PAY
CERTIFICATE OF COMPLIANCE

The Commissioner of the Minnesota Department of Human Rights by the signature below attests that ECCO MIDWEST INC is hereby certified as a contractor under the Minnesota Human Rights Act, §363A.44.

Certificate start date: March 27, 2019

Certificate expiration date: March 26, 2023

Minnesota Department of Human Rights

FOR THE DEPARTMENT BY:



Rebecca Lucero, Commissioner

AN EQUAL OPPORTUNITY EMPLOYER

WORKFORCE
CERTIFICATE OF COMPLIANCE

The Commissioner of the Minnesota Department of Human Rights by the signature below attests that **ECCO MIDWEST INC** is hereby certified as a contractor under the Minnesota Human Rights Act, §363A.

Certificate start date: **6/26/2019**

Certificate expiration date: **6/25/2023**

Minnesota Department of Human Rights

FOR THE DEPARTMENT BY:



Rebecca Lucero, Commissioner

AN EQUAL OPPORTUNITY EMPLOYER



Occupational Safety and Health Administration

Menu

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Inspection Detail

Quick Link Reference

1392729.015 | 1258058.015

Case Status: CLOSED

Inspection: 1392729.015 - Ecco Midwest Inc.

Inspection Information - Office: Iowa

Nr: 1392729.015	Report ID: 0751910	Open Date: 04/11/2019
Ecco Midwest Inc. 7105 Nw 70th Avenue Johnston, IA 50131		Union Status: Union
SIC: NAICS: 562910/Remediation Services Mailing: 2939 Enterprise Avenue, Suite B, Hastings, MN 55033		
Inspection Type:	Planned	
Scope:	Complete	Advanced Notice: N
Ownership:	Private	
Safety/Health:	Health	Close Conference: 04/11/2019
Emphasis:	P:Asbestos, S:Asbestos	Close Case: 05/21/2019

Case Status: CLOSED

Violation Summary

	Serious	Willful	Repeat	Other	Unclass	Total
--	---------	---------	--------	-------	---------	-------

Initial Violations				1		1
Current Violations				1		1
Initial Penalty	\$0	\$0	\$0	\$0	\$0	\$0
Current Penalty	\$0	\$0	\$0	\$0	\$0	\$0
FTA Amount	\$0	\$0	\$0	\$0	\$0	\$0

Violation Items

#	ID	Type	Standard	Issuance	Abate	Curr\$	Init\$	Fta\$	Contest	LastEvent
1.	01001	Other	19100178 L06	05/01/2019	05/07/2019	\$0	\$0	\$0		Z - Issued

Inspection: 1258058.015 - Ecco Midwest Inc.

Inspection Information - Office: Iowa

Nr: 1258058.015 Report ID: 0751910 Open Date: 08/24/2017

Ecco Midwest Inc.
110 Hawkeye Drive, Units 520 And 530
Iowa City, IA 52241 Union Status: Union

SIC:
NAICS: 562910/Remediation Services
Mailing: 2939 Enterprise Avenue, Suite B, Hastings, MN 55033

Inspection Type: Planned
Scope: Complete Advanced Notice: N
Ownership: Private
Safety/Health: Health Close Conference: 08/24/2017
Emphasis: P:Asbestos, S:Asbestos Close Case: 10/27/2017

Case Status: CLOSED

Violation Summary

	Serious	Willful	Repeat	Other	Unclass	Total
Initial Violations				2		2
Current Violations				2		2
Initial Penalty	\$0	\$0	\$0	\$200	\$0	\$200
Current Penalty	\$0	\$0	\$0	\$100	\$0	\$100
FTA Amount	\$0	\$0	\$0	\$0	\$0	\$0

Violation Items

#	ID	Type	Standard	Issuance	Abate	Curr\$	Init\$	Fta\$	Contest	LastEvent
1.	01001	Other	19101200 H03 IV	08/29/2017	09/07/2017	\$50	\$100	\$0		I - Informal Settlement
2.	01002	Other	19261101 G01 II	08/29/2017	09/05/2017	\$50	\$100	\$0		I - Informal Settlement

UNITED STATES
DEPARTMENT OF LABOR

Occupational Safety and Health Administration
200 Constitution Ave NW
Washington, DC 20210
☎ 800-321-6742 (OSHA)
TTY
www.OSHA.gov

FEDERAL GOVERNMENT

White House
Severe Storm and Flood Recovery Assistance
Disaster Recovery Assistance
DisasterAssistance.gov
USA.gov
No Fear Act Data
U.S. Office of Special Counsel

OCCUPATIONAL SAFETY AND HEALTH

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Disclaimers
Important Website Notices
Plug-Ins Used by DOL
Accessibility Statement

International Fidelity Insurance Company
3720 Queen Court S.W., Suite 7
Cedar Rapids, IA 52404
319-390-6467 Phone
319-390-6477 Fax
1-877-357-6467
www.ific.com



January 3, 2019

*ECCO Midwest, Inc.
2939 Enterprise Avenue
Hastings, MN 55033*

RE: 2019 Surety Bond Program

Dear David:

Please allow this letter to serve as a general outline of the Surety Bond Program for ECCO Midwest, Inc.

Your bond program is currently with International Fidelity Insurance Company, rated A- (Excellent) by A.M. Best. Your general guidelines are \$3,000,000 single project / \$10,000,000 aggregate program. Additionally, International Fidelity is licensed in all 50 states.

Please note that these are general guidelines that we have arranged with International Fidelity and do not represent the maximum amount of surety credit available to you. In the event that you have an opportunity to look at a larger project or would like to expand your program, please give me a call and we can discuss.

The final authorization for any performance and payment Bonds is strictly a matter between International Fidelity Insurance Company and ECCO Midwest, Inc. Accordingly, our agency assumes no liability to any company if for any reason we do not execute such bonds.

Sincerely,

A handwritten signature in dark ink, appearing to read "B. Oestreich", is written over a horizontal line.

Brian J. Oestreich, Attorney-in-Fact

International Fidelity Insurance Company



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

11/21/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER CSDZ, LLC 225 South Sixth Street, Suite 1900 Minneapolis MN 55401	CONTACT NAME: Diane O'Leary	FAX (A/C, No):	
	PHONE (A/C, No, Ext): 612-349-2495	E-MAIL ADDRESS: doleary@csdz.com	
INSURED ECCO Midwest Inc 2939 Enterprise Ave Suite B Hastings MN 55033	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Crum & Forster Specialty Ins Co		44520
	INSURER B: Cincinnati Insurance Company		10677
	INSURER C: American Interstate Insurance Company		31895
	INSURER D:		
	INSURER E:		
INSURER F:			

COVERAGES**CERTIFICATE NUMBER:** 5381745**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Contr Liab per <input checked="" type="checkbox"/> Policy form/XCU GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:			EPK129125	11/25/2019	11/25/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY <input checked="" type="checkbox"/> Comp: \$1,000 <input checked="" type="checkbox"/> Coll: \$1,000			ENP0401576	11/25/2019	11/25/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Hired Car Phys Dmge \$ \$35,000
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 0			EFX114063	11/25/2019	11/25/2020	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input checked="" type="checkbox"/> N	N/A	AVWCMN2848002019	11/25/2019	11/25/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Pollution / Ded: \$5,000 Professional / Ded: \$5,000			EPK129125	11/25/2019	11/25/2020	Ea Occur \$1,000,000 Ea Claim \$1,000,000 Agg \$2,000,000 Agg \$2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

All Work Performed

Additional Insured only if required by written contract with respect to General Liability & Pollution Liability:

Richfield Public Schools, Owners Consultant: Institute for Environmental Assessment, Inc., and all others as shown in written contract.

The following supersedes the cancellation wording: Should any of the above described policies be cancelled before the expiration date, 30 Days written notice (10 Days for Non-Payment) will be delivered to the certificate holder.

CERTIFICATE HOLDER**CANCELLATION**Richfield Public Schools
7001 Harriet Avenue South
Richfield MN 55423

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

© 1988-2015 ACORD CORPORATION. All rights reserved.

ECCO Midwest, Inc. is a licensed/bonded/insured...full service Union contractor specializing in asbestos and lead abatement, mold remediation, interior demolition and specialty cleaning.

Our company was founded by a team including some of the first abatement personnel in the Midwest. Collectively our management team has completed in excess of 20,000 remediation projects, and has a profound understanding of construction industry standards and values. This array of experience enables us to complete projects safely, as planned, and within budget.

Our knowledgeable and dedicated staff work closely with architects, engineers and project managers...conducting projects in strict compliance with all local, state and federal regulations.

Simply stated, our clients trust us with their most demanding tasks, expect top quality service, outstanding workmanship, competitive pricing and complete customer satisfaction.

While our company is based in Minnesota, with a branch office in Iowa, we also serve North Dakota, South Dakota, Wisconsin, Florida and beyond.

Corporate Office:

2939 Enterprise Avenue, Suite B
Hastings, Minnesota 55033-4155

Phone No.: 651-788-9556 / Fax No.: 651-788-9562

www.eccomidwest.com
info@eccomidwest.com

Iowa Branch Office:

967 – 33rd Avenue Southwest
Cedar Rapids, Iowa 52404-3920

Phone No.: 319-362-1431 / Fax No.: 319-362-1487

Federal Tax I.D. No.: 32-0360789

State of Minnesota Tax I.D. No.: 2347260

State of Minnesota Unemployment Insurance I.D. No.: 5081702

State of Iowa Tax I.D. No.: 320360789001

State of Iowa Unemployment Insurance I.D. No.: 515912000

State of Florida Unemployment Insurance I.D. No.: 9312382CT

Dun and Bradstreet I.D. No. 022471451

Standard Industrial Classification Code (SIC): 1799

North American Industrial Classification System (NAICS) No.: 562910

U.S. Federal Contractor Registration / System for Award Management (SAM) 022471451 / 6ZR08

Commercial and Government Entity (CAGE) No.: 6ZR08

Construction Specifications Institute (CSI) No.: 01900

US Department of Transportation (USDOT) No.: 2432225

Standard Operating Procedures

~ Mission Statement ~

ECCO Midwest, Inc. will provide our customers with the highest standards of ethics, performance and professionalism, while preserving a safe and healthy workplace.

It is the policy of ECCO Midwest, Inc. to provide a safe and healthy place of employment, free of recognizable hazards, for all of its employees and for the public...and to voluntarily abide by all safety regulations as they pertain to our industry. ECCO will only bid work that can be performed safely, within regulatory compliance, while maintaining the highest quality of work.

Contract Documents/Software

By way of the most current licensed version of SAGE 100 Contractor software (Sage Software, Inc.©), ECCO has secure, simple access to critical end-to-end business and project related information. ECCO is also a licensed user of AIA Contract Documents® (The American Institute of Architects©), is proficient in vendor specific contract document applications, and holds authorization for numerous vendor specific on-line contract and project management systems.

Licenses and Permits

When applicable, ECCO will be responsible for obtaining all necessary licenses and/or permits pertaining to all operations.

Site Visits

ECCO will make a site visit to verify all dimensions and become familiar with specific site conditions. Where access is not feasible, for safety or other reasons, an understanding of the proposed scope will be indicated.

Contract Changes

All change orders or variances to the scope of work, must be approved in writing by the Owner or the Owner's representative.

Request for Variance

Any request for variance must be approved in writing prior to beginning any phase of the work covered by the variance.

Contract Materials

ECCO is responsible for the handling, storage and transportation of all materials, both new and/or salvaged, until such time as the job is completed.

Services and Equipment

ECCO will furnish all labor, materials, services and equipment necessary to carry out the abatement operations in accordance with OSHA Standards, EPA Guidelines and all applicable state or local government regulations governing the job site. All management and site supervisors have company provided mobile phones with camera capabilities to aid in facilitation of prompt and concise project related communications. ECCO Midwest, Inc. utilizes digital photos to show existing conditions, work practices, enclosures, decontamination units, as well as pre and post work conditions.

Subcontractors

All subcontractors employed by the ECCO will be required to comply with each applicable provision of ECCO's guidelines. Refer to sections 6-1 and 6-2 in the ECCO Corporate Safety Manual, which is designed to familiarize all ECCO Subcontractors with the company's safety rules, procedures and guidelines for controlling job site accidents and injuries.

(continued next page)

Standard Operating Procedures

(continued)

Applicable Codes

In order to comply with all local, state and federal requirements, copies of all required documents, including appropriate EPA Guidelines and OSHA Standards, will be maintained at the job site. Specific documents required for employee information, will be correctly posted.

Notification

ECCO Midwest, Inc., will abide by all notification requirements to appropriate agencies.

Waste Removal

Unless otherwise specified by the contract document, ECCO will be responsible for obtaining a waste disposal site in compliance with all applicable EPA, state or local Regulations.

Multi-Employer Worksites: On multi-employer worksites, where abatement operation requires the establishment of a regulated work area, there is a responsibility to inform other employers on the site of the nature of ECCO's work, the existence of and requirements pertaining to the regulated area, and the measures taken to ensure that employees of other employers are not exposed. It is then the responsibility of these employers to protect their employees. Any Employer of employees working adjacent to a regulated area must take steps on a daily basis to ascertain the integrity of the enclosure and/or the control methods in use by the asbestos contractor.

Work Plan

ECCO will submit a site specific Work Plan of the procedures proposed for use in complying with the requirements of the abatement operation, the magnitude of which will be dependent upon the complexity of the removal project. Included in the plan will be the location and layout of the decontamination areas, the sequencing of the abatement work, the interface of trades involved in the performance of work, methods to be used to assure the safety of ECCO's employees and building occupants or visitors to the site, the disposal plan including the location of the approved disposal site, and a detailed description of the methods to be employed to control contamination.

Contingency Plans

ECCO will prepare a contingency plan for any emergency which may arise during the course of any project. However, nothing in these procedures will impede safe exiting or providing of adequate medical attention in the event of an emergency.

If progress does not meet the construction schedule, additional personnel will be added as needed.

Fire and Emergency

ECCO will develop a fire and emergency action plan for each project. Emergency procedures will have priority over abatement operations. Refer to section 4-0, Emergency Action Plans, in the ECCO Corporate Safety Manual.

Incident Reporting

In accordance with Section 3-1 of ECCO's Corporate Safety Manual, Incident Reporting, ECCO will prepare and document reports of significant accidents at the job site and anywhere else that work is in progress in connection with the abatement control operation. For this purpose, a significant accident is defined to include those injuries and illnesses deemed recordable on the OSHA 300 form, or where a property loss of substance is sustained.

(continued next page)

Standard Operating Procedures

(continued)

Supplementary Conditions

Where portions of the Guidelines are inappropriate for a specific project, or do not include needed provisions. Supplementary Conditions will be used to make the modifications and additions needed.

Smoking Cessation Policy

In keeping with ECCO's No Smoking policy and the smoking cessation requirements imposed by OSHA's Asbestos Standard, there will not be any smoking allowed within the work areas on any of ECCO's projects. The work area includes, but is not necessarily limited to, the office or office trailer, all regulated areas, decontamination units, employee lunchrooms and storage areas. Each of these areas will be posted with NO SMOKING signs. Smoking bans in these areas will be enforced.

Training Certifications

Where required by local, state or federal law, supervisory personnel will either have or will obtain, prior to the start of work, the necessary certification for the any projects. If required to do so by the contract documents, ECCO will furnish the Owner, or the Owner's representative with proof of this certification.

Designated Competent Person

On all construction worksites ECCO will designate a Competent Person who has the qualifications and authority for ensuring worker safety.

Worker Training and Education

ECCO shall, **at no cost to the employee**, institute a training program for all employees, and shall ensure their participation in the program. Training shall be provided prior to or at the time of initial assignment and at least annually thereafter.

Protective Equipment

In addition to respiratory protection, ECCO requires personal protective equipment for the safety of its workers (Refer to section 8-5, Personal Protective Equipment, in the ECCO Corporate Safety Manual).

Materials and Equipment

ECCO will provide either new or used materials and equipment that is undamaged and in serviceable condition, and only that equipment that is recognized as being suitable for the intended use and in compliance with the appropriate standards.

Decontamination Facilities

Unless otherwise directed by the contract document, and space not being a factor, ECCO will provide separate personnel and equipment decontamination facilities. Under this provision, the Personnel Decontamination Unit will be the only means of worker ingress and egress to the work area. All contaminated material and equipment will exit the work area through the Equipment Decontamination Unit. In some cases, permanent showering facilities may be utilized, and in others ECCO will either build a decontamination unit or furnish a prefabricated decontamination unit.

Warning Signs

ECCO will post a sufficient number of appropriately worded warning signs to adequately notify all persons in the vicinity of the work area of the dangers involved.

Disposal of Asbestos-Containing Materials

ECCO only uses properly licensed waste haulers that follow all DOT, EPA and OSHA regulations. ECCO manifests all regulated waste that is generated from contracted projects to include asbestos, lead and hazardous materials. ECCO strives to recycle as many materials as possible.

(Full detail of ECCO Midwest, Inc.'s Standard Operating Procedures available upon request)

All field workers are fully trained and experienced, possessing any/all certifications as required.

Collectively our management team has completed in excess of 20,000 remediation projects (ranging from \$0 to \$9,000,000), and has a profound understanding of construction industry *standards* and *values*. This array of experience enables us to complete projects safely, as planned, and within budget. ECCO's staff has experience in all aspects of demolition from small scale residential projects to very large scale power plants demolitions.

Our knowledgeable and dedicated staff work closely with architects, engineers, project managers, and other field team members....conducting projects in strict compliance with all local, state and federal regulations.

(Resumes available upon request)

Abatement Supervisor Qualifications

Troy E. Moszer

ECCO Midwest, Inc.

Environmental Remediation Site Superintendent

651-295-2495 / troymoszer@yahoo.com

2939 Enterprise Avenue, Suite B
Hastings, MN 55033

967 – 33rd Avenue Southwest
Cedar Rapids, IA 52404

<u>Summary of Qualifications</u>	Troy Moszer is one of ECCO Midwest's lead site superintendents. Troy has been in the environmental industry for over 30 years and has completed over 5,000 environmental projects ranging from \$0 to \$500,000.						
<u>Work Experience</u>	<p>ECCO Midwest, Inc. - Hastings, MN <u>Environmental Remediation Site Superintendent</u> -Manage day-to-day operations of projects and field personnel. 2013 to Present</p> <p><u>Assignment of Major Projects Completed:</u></p> <p>Ramsey Hill Senior Living / St. Paul Church Home, St. Paul, MN (2013) \$250,975 - Abatement – Floor Tile / Pipe / Windows / Boiler Minnehaha Creek Watershed District / Hopkins Cold Storage Site (2018) \$217,060 - Abatement – Pipe Abatement / Roof Flashing / Boilers / Misc. FT/M Coon Rapids Middle School Summer 2018, Coon Rapids, MN (2018) \$182,155 - Abatement – Flooring – Pre-Demolition Pipe Abatement Capitol View Center Hazmat Remediation, Little Canada, MN (2018) \$176,441 – Flooring / Interior Demolition / Pipe / Lights / Bulbs / Ballasts Euclid View Flats, St. Paul, MN (2018) \$161,203 – Urban Development Housing/Historical Society / Lead Abatement Canby Elementary School HVAC Improvements Asbestos, Canby, MN (2015) \$126,426 – Ceiling Demolition / Pipe Abatement Camp Pillsbury / Pillsbury College and Prep Camp, Owatonna, MN (2014) \$90,785 - Floor Tile / Pipe / Caulk / Roof Flashing GrandStay Hotel & Conference Center, Apple Valley, MN (2014) \$83,706 – Microbial Remediation / Exterior Stucco Removal/Remediation Katherine Curren Elementary School (UBAH) Asbestos, Hopkins, MN (2017) \$61,080 – Floor Tile / Pipe / Window Abatement Minneapolis College of Arts and Design, Minneapolis, MN (2016) \$59,769 – Lead Abatement / Paint / Joint Compound</p> <p><u>Environmental Remediation Site Superintendent</u> -Manage day-to-day operations of projects and field personnel. 2009-2013: Lindstrom Environmental Inc. - Plymouth, MN 2004-2009: Envirotech Remediation Services Inc. - Blaine, MN 2001-2004: Veit Environmental Inc. - Rogers, MN 1991-2001: Excel Environmental, Inc. – St. Paul, MN 1988-1991: Dore & Associates Contracting, Inc. – Bay City, MI 1985-1988: Ellegro – Mendota Heights, MN</p> <p><u>Diesel/Heavy Truck Mechanic</u> -Maintenance/repair heavy trucks (semi) 1985-1983: American Brake Maintenance (ABM), South St. Paul, MN</p>						
<u>Education/Training</u>	<p>1983: Simley High School, Inver Grove Heights, MN</p> <p>Licenses/Certifications (Minnesota and Wisconsin):</p> <table><tbody><tr><td>- Asbestos Abatement Supervisor</td><td>- Lead Abatement Supervisor</td></tr><tr><td>- EPA - Renovation Repair Paint (RRP)</td><td>- OSHA 10</td></tr><tr><td>- Air Sampling</td><td></td></tr></tbody></table>	- Asbestos Abatement Supervisor	- Lead Abatement Supervisor	- EPA - Renovation Repair Paint (RRP)	- OSHA 10	- Air Sampling	
- Asbestos Abatement Supervisor	- Lead Abatement Supervisor						
- EPA - Renovation Repair Paint (RRP)	- OSHA 10						
- Air Sampling							

Reference furnished upon request...



LiUNA! MINNESOTA & NORTH DAKOTA

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CONSTRUCTION LABORERS EDUCATION, APPRENTICESHIP
AND TRAINING FUND OF MINNESOTA AND NORTH DAKOTA
2350 Main Street · Lino Lakes, MN 55038 · (651) 653-6710

This certifies that

TROY MOSZER

has satisfactorily completed the required training and skills as prescribed by the Construction Laborers
Education, Apprenticeship and Training Fund of Minnesota and North Dakota in

Asbestos Contractor Supervisor Refresher

05/03/2019 - 05/03/2019

This course is permitted by the State of MN under Minn Rules 4620.3702 to 4620.3722.
Complies with TITLE II/SEC.206/TSCA

In testimony thereof I have affixed my signature on this 03 day of May, 2019

Certificate # 0503195484

Expiration Date: 05/03/2020

Jeremy Johnson

Training Instructor Jeremy Johnson
Lino Lakes, Minnesota



ASBESTOS SITE SUPERVISOR
Certified by State of Minnesota
Department of Health
Expires: 05/03/2020
Troy E Moszer
8741 Imperial Ave S
Cottage Grove, MN 55016

This Certifies that

Troy Moszer

ss#: 474-92-5484

has successfully completed the

Asbestos Air Sampling Training Course

given by

MacNeil Environmental, Inc.

This course is permitted by the Minnesota Department of Health
under Minnesota Rules 4620.3702-4620.3722

Course Location: White Bear Lake, MN
Date of Training: April 14-15, 1997
Identification No: MEL-97-061



Gary J. DeMars
MacNeil Environmental, Inc.
755 E. Cliff Road
Burnsville, MN 55337
(952) 890-3452

Name of Employee

Troy Moszer

Social Security #

____ - ____ - ____

Company

ECCO MIDWEST

**Hazmat- Asbestos
PHYSICIAN'S EXAMINATION AND FINDINGS**

(To be completed by Physician)

I have examined the individual named above and find: (circle one)

①

No physical or medical reason to prohibit this employee from participation in a program which may require the use of respirators.

2.

Physical or medical reasons require the following restrictions on participation in a program which may require the use of respirators.

3.

No respirator use is permitted for this individual at this time.

The employee has been informed by me (the undersigned physician) of the results of the medical examination, increased risk of lung cancer attributable to the combined effect of smoking and asbestos exposure.

Yes ☒ No ☐ N/A ☐

Physician Signature

[Signature]

Physician Name (Please type or print)

Kelsy Kuehn - PA-C

1661 St. Anthony Avenue 2nd Floor St Paul, MN 55104

Phone: 651-968-5300

Address

Fax: 651-646-0205

Phone Number (651)-968-5300

Date

9/5/19

Provider must complete pages 5 and 6. Send both to employer

Iowa Division of Labor**Asbestos Abatement**

1000 East Grand Avenue

Des Moines, IA 50319

Phone: 515-281-6175

Fax: 515-281-7995

Email: asbestos@iwd.iowa.govwww.iowadivisionoflabor.gov/asbestos-abatement**FOR OFFICE USE ONLY**

Date Received: _____

Asbestos License #: _____

☐ Approved ☐ Denied**Respirator Fit Test Form**

This form must be submitted with a contractor/supervisor or worker asbestos license application. Send the original signed forms to the address above. A photocopy will not be accepted. The accuracy of this document may be verified by the Iowa Division of Labor. Falsification of any part of this form may result in criminal charges, denial of application, forfeiture of application fee, denial of future application and a civil penalty up to \$5,000.00.

Print Legibly**Applicant Information**

Name Troy E. Moszer	Date of birth 09/27/1965	Phone number 651-295-2495
------------------------	-----------------------------	------------------------------

Respirator Information

Respirator name North	Respirator model number 7700
Respirator type Half Face/Negative	Respirator size Medium

Fit Tester Information

Name David P. Sobaski	Company ECCO Midwest, Inc.	Phone number 651-788-9556	
Address 2939 Enterprise Avenue	City Hastings	State MN	Zip 55033
Fit test method used Irritant Smoke			

I certify that the above applicant has been successfully fit tested and is able to wear the above respirator. I certify that I am familiar with the OSHA procedures for fit tests found in 29 CFR 1926.1101, Appendix C, and followed those procedures while performing this fit test. I certify that the information on this form is true and accurate to the best of my knowledge.

Fit Tester Signature

Date

NEW BUSINESS - FOR ACTION

Agenda Item VI.C.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, March 16, 2020

Subject: Resolution: Safe Routes to School (SRTS) Boost Grant

(Recommended by the Superintendent)

That the Board of Education approve the resolution authorizing the application and implementation of the Safe Routes to School Local Boost Grant.

Background Information

Minnesota Department of Transportation (MnDOT) Safe Routes to School Program assists schools and communities by making it safer for children to walk and bike to school. If Richfield Public Schools Independent District #280 is awarded a SRTS Boost Grant, these funds would be used to provide non-infrastructure activities to local communities to develop Safe Routes to School initiatives that increase safety and encourage more children to walk and bicycle to school.

Richfield Public Schools Independent District #280

RESOLUTION FOR SAFE ROUTES TO SCHOOL (SRTS) BOOST GRANT

WHEREAS, the Minnesota Department of Transportation (MnDOT) Safe Routes to School Program assists schools and communities by making it safer for children to walk and bike to school; and

WHEREAS, MnDOT Safe Routes to School Program solicits applications to enable schools and communities to implement Safe Route to School non-infrastructure activities; and

WHEREAS, if Richfield Public Schools Independent District #280 is awarded a SRTS Boost Grant, these funds would be used to provide non-infrastructure activities to local communities to develop Safe Routes to School initiatives that increase safety and encourage more children to walk and bicycle to school; and

WHEREAS, no local match funding is required; and

WHEREAS, SRTS Boost grant activities will commence after the grant agreement is fully executed.

THEREFORE, BE IT RESOLVED:

1. That Richfield Public Schools Independent District #280 Board of Education authorizes the Superintendent to enter into a grant agreement with the Minnesota Department of Transportation for financial assistance to fund a Safe Routes to School Boost Grant and eligible expenses.
2. That the Superintendent is authorized to execute such Agreement and any amendment(s).

Adopted and approved at a duly called meeting, this _____ day of _____, 2020.

Independent School District #280, Board Chair

Attest:

Independent School District #280, Board Clerk

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD #280 Richfield Public Schools

District Integration Status: Racially Isolated District (RI)

Superintendent: Dr. Steven Unowsky
Phone: 612-798-6011

Email: steven.unowsky@rpsmn.org

Plan submitted by: Cory Klinge

Title: Director of Technology

Phone: 612-798-6028

Email: cory.klinge@rpsmn.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Centennial Elementary
2. Richfield College Experience Program
3. Richfield Dual Language School
4. Richfield High School
5. Richfield Middle School
6. Richfield STEM Elementary School
7. Sheridan Hills Elementary.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. Edina Public Schools (RI)
2. Bloomington Public Schools (RI)
3. Minneapolis Public Schools (Southwest corridor) (RI)

School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Dr. Steven Unowsky
Signature:

Date Signed:

School Board Chair: Crystal Brakke
Signature:

Date Signed:

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: We were part of the West Metro Education Program (WMEP) but are no longer partnering with them. We continue to partner with Reimagine Minnesota, through the Minnesota Association of School Administrators; and continue our partnership with Intermediate District 287.

Community Collaboration Council for Racially Identifiable School(s):

Staff		
Cory Klinge	cory.klinge@rpsmn.org	Director of Technology
Leadriane Roby	leadriane.robby@rpsmn.org	Assistant Superintendent
Eudoro Olivares	Eudoro.Olivares@rpsmn.org	Elementary Teacher
Allyson Voss	allyson.voss@rpsmn.org	Elementary Coach/Teacher
Omar Mcmillan	Omar.Mcmillan@rpsmn.org	Elementary Teacher
Terry Meryhew	terry.meryhew@rpsmn.org	Elementary Coach/Teacher
Mackenzie Moen-Vonahnen	M.MoenVonahnen@rpsmn.org	Elementary Teacher
Alison Pichel	alison.pichel@rpsmn.org	Elementary Teacher
Alyssa Hanson	alyssa.hanson@rpsmn.org	High School Teacher

Sarah Miziorko	sarah.miziorko@rpsmn.org	Elementary Teacher
Sarah Jespersen	sarah.jespersen@rpsmn.org	Outreach Worker
Tia Clasen	Tia.Clasen@rpsmn.org	Director of Curriculum
Christina Gonzalez	Christina.Gonzalez@rpsmn.org	Director of St Supt Services
Kasya Willhite	kasya.willhite@rpsmn.org	Director of MLL
Angela Maryn	angela.maryn@rpsmn.org	Executive Assistant & DAC
Ken Friel	ken.friel@rpsmn.org	Parent
Stephanie Mackobee	edwards3218@hotmail.com	Parent
Students		
Kaycee Cunningham	kaycun0403@rpsmn.org	Student
Juan Jose Di Grazia	antdig0702@rpsmn.org	Student
Jace Pulkrabek	jacpul0703@rpsmn.org	Student

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: All students in Richfield Public Schools graduating within four years will increase from 79.3% to 85% in 2023 as reported by MDE.

Aligns with WBWF area: All students are ready for career and college.

Aligns with AI required #1: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #2: Richfield Public Schools will increase student access to high quality staff as measured by the Danielson Framework for Teaching as a rubric for high quality instruction and will weave culturally sustaining and responsive practices into each of the four Danielson Framework domains through the creation of the RPS Culturally Responsive Framework for Teaching. 33% of licensed teachers will participate in a formal coaching cycle with the building instructional coach on the the enhanced Framework for Teaching in Domains 1, 2, and 3 within three years. RPS is utilizing 33% as a baseline number for this goal moving forward.

Aligns with WBWF area: Close the Achievement Gap(s) Between Student Groups

Aligns with AI required #2: Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #3: We will increase the percentage of representation of students of color in rigorous courses at Richfield High School (including advanced placement, career ready and college credit-bearing courses) from 60% to 65%.

Aligns with WBWF area: Close the Achievement Gap(s) Between Student Groups, and All Students Career- and College-Ready by Graduation

Aligns with AI required #3: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # Strategy 1.1: Create and support a strong and navigable pre-K-grade 12 transition system.

Type of Strategy: *Family engagement initiatives to increase student achievement.*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

A strong K-12 system requires transition between grades to be easy to navigate for students, families and teachers. Certain transitions require focused coordination and collaboration, especially between buildings. This goal will provide accountability to create a strong transition system, especially as students transition to kindergarten from early childhood, to middle school from elementary school, and to high school from middle school. Further, Richfield Public Schools has a E-12 Dual Language Immersion program that requires explicit and seamless transitions between schools. This goal will provide the opportunity to create a transition plan that fully engages families and students. Some examples include: Transition events to orient students to every new grade, with additional focus on kindergarten, 6th and 9th grades; calculate, share and emphasize with middle school students their cumulative grade point average in grades 6-8; solidify a system of data sharing across transition levels (K, 6, 9) with regard to students' academic strengths. Provide additional time for secondary (6-12) counselors to work together to ensure that students are appropriately placed, that middle school counselors have adequate information about high school course offerings and career pathways, and that students and families have the tools needed to navigate the secondary system (e.g. Naviance) effectively and efficiently. Create a system specific to dual language immersion that provides opportunities for students, especially our native Spanish speaking students, to enter into the dual language program and provides specific communication to families about the opportunity for dual language immersion.

Within this goal as well is the need for more comprehensive information given to families about their student's learning at any given grade. We will create a new elementary report card with stronger alignment to standards. We will as well navigate to standards-based grading at the secondary level which will provide students and families clearer communication with regard to mastery of grade level academic expectations. We will continue to explore how to report out standards-based grading system at secondary to align with the expectations and needs of colleges and universities (e.g. a system that still utilizes the traditional A-F grading system and resulting cumulative grade point averages). For new report card systems and standards-based grading to succeed, we will need to train teachers on the new system and provide opportunities for families to learn these new tools as well. This will facilitate the need for school-based family meetings that are in multiple languages, as well as the report cards themselves translated into Spanish and Somali for our families; both of these opportunities will require translation and interpretation services.

Location of services: All Richfield Public Schools EC-12+ will need to be involved.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>100% of district academic programs will offer a family education event focused on transitions into Kindergarten, 6th grade, and 9th grade.</i>	70%	85%	100%
<i>100% of district students and their families have access to Naviance through a single sign on portal accessible on the district website.</i>	90%	95%	100%
<i>Creation of new standards-based elementary report card K-5 that is sent to families on a quarterly basis.</i>	50% created	100% created	100% created and used
<i>All secondary staff will implement standards-based grading in their classrooms which will be reported on new standards based report cards by the end of the 2022-2023 school year.</i>	50% implemented	75% implemented	100% implemented
<i>Creation of an E-12 dual language entrance and transition system that will be fully implemented by 2022.</i>	80%	100%	

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # Strategy 1.2: Innovatively connect isolated student populations with peers in neighboring districts.

Type of Strategy: *Type: Innovative and integrated pre-K-12 learning environments. (Increases cultural fluency, competency, and interaction.)*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input checked="" type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Utilizing district staff (e.g. American Indian Education Coordinator, district directors, instructional coaches) and working with the district learning management system (LMS), identify teachers to partner to create integrated units of study with teachers of neighboring integration districts at middle/high

school level and in varying content areas (e.g. literacy, math, health/physical education), and provide opportunities within those units for students to interact with each other (virtually or in person).

The Richfield College Experience Program (RCEP) opened its doors to students from Richfield and surrounding school districts on August 22, 2016. RCEP is a high school program designed to support students ages 16-20 with the desire and motivation to graduate from high school and achieve postsecondary success. At RCEP, students will work toward their high school graduation with Richfield teachers while having the opportunity to simultaneously earn free college credits at Normandale Community College through a process called dual enrollment. Students who self-select into the dual enrollment opportunities will be able to enroll in college courses to help them move forward in their academic and career goals at no cost. Students dually enrolled will be supported by Richfield Public School teachers and Normandale staff. RCEP focuses on students for whom a traditional learning environment is not meeting their educational needs. RCEP is open to any 9-12 student from surrounding school districts who are credit deficient, as the grade in school is credit-dependent (e.g. a 19-year old who has only enough credits to be a freshman). Richfield counselors, social workers, outreach workers and teaching staff will continue to work with RPS students and other students from neighboring, racially-isolated districts, (Edina, Bloomington, Minneapolis and Eden Prairie Public Schools) to ensure students have the opportunity to increase their cross-cultural fluency, interactions and competencies. RCEP offers credit bearing courses and during the regular school day/year. We are moving this goal forward from the last achievement and integration plan due to the fact that we have a new location for RCEP that is more intimate and student-friendly.

Location of services: Richfield College Experience Program and select K-8 sites.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>10% of students at Richfield Public Schools will have the opportunity to work on collaborative, standards aligned projects with students in neighboring districts via our Learning Management System Schoology.</i>	5%	8%	10%
<i>Richfield Public Schools will facilitate a process to recruit 3 partner teachers-one from 3 different districts-to build collaborative units of study that will connect students digitally through our LMS.</i>	1	2	3
<i>90% of RCEP students will develop a CLP in advising sessions that will include college readiness indicator data (eg. Accuplacer, FAFSA, Career Interest Inventories, etc.) and individual performance goals. Through targeted counseling sessions, students will analyze their results and select college or career pathways.</i>	80%	85%	90%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # Strategy 2.1: Build, maintain, and support a teaching staff that utilizes culturally sustaining and responsive instructional pedagogy.

Type of Strategy: *Type: Professional development opportunities focused on academic achievement of all students.*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | X Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | X Increases graduation rates. |
| | X Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

RPS utilizes the Danielson Framework for Teaching for teacher evaluation. However, the tool can provide strong support for increasing teacher effectiveness in the classroom through the analyses and use of the rubrics contained in each domain of the Framework. RPS will provide increased professional learning for teachers as a way to use the Framework for their own reflective practice.

RPS enjoys a very diverse student population, with no one group representing a discrepant majority of the population. To effectively serve all of our students effectively, and to strengthen an environment where students learn from and walk beside each other, RPS will further adapt the Danielson Framework for Teaching to weave culturally sustaining and responsive practices into each of the four Danielson Framework domains. Rather than having a separate domain for this work, RPS believes it is much more effective to provide teachers a way to see how culturally sustaining and responsive practices are a part of everything they do everyday. The district will create an enhanced Framework for Teaching, called the Culturally Responsive Framework for Teaching, and will increase professional development in Culturally Responsive Framework for Teaching and its use as a rubric for strong instruction, its suggested instructional practices, and its effect on student achievement in the classroom. One way the district will provide this professional learning for teachers is by increasing the full-time equivalent (FTE) of districtwide instructional coaches who are highly trained in the framework to facilitate coaching cycles with building licensed staff. The district will increase the coaching capacity from .5 FTE per building to 1.0 FTE instructional coach per building.

Location of services: Coordinated in Teaching and Learning at the District Offices

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>100% of our teaching staff will be trained on how to access self-guided learning modules on the Danielson Framework for anytime, anywhere learning via our Learning Management System.</i>	33% (1/3 of staff)	66% (2/3 of staff)	100% (final 1/3 of staff)
<i>RPS will design a Culturally Responsive Danielson Framework for Teaching</i>	50% developed	100% developed	100% developed and in use
<i>Our district instructional coaches will visit 100% of our teacher PLCs annually, and will provide common learning and reflection on their practices as they are aligned to the enhanced Danielson Framework.</i>	100%	100%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # Strategy 3.1: Utilize evidence-based instructional planning to create a standards-based, vertically-aligned system of learning for all students.

Type: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Type of Strategy:

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Create a strong, backwards-planned and vertically-aligned system of coursework for all content areas at grades 6-12, with increased and aligned rigor at every grade level, and formative/summative assessments aligned to the rigor required of the student tasks. Vertical alignment work will begin with the capstone grade level and work backwards to identify complexity needed to reach the level of rigor desired for all courses in order for *all students*, regardless of culture, ethnicity, or socio-economic situation, to be successful in those capstone courses. Building a guaranteed and viable curriculum that is vertically aligned, standards-based, and supported through the participation in well-functioning, student-focused PLCs will give educators the scaffolding needed to have data-centered conversations for all students, and will allow for any and all achievement gaps to be targeted and addressed.

Instructional coaches and district directors, partnering with building administrators, will be instrumental to the success of this goal. Building administrators will create a schedule of PLCs which will allow for the opportunity for both building and district support (e.g. different days for different schools, etc.). District administration will work with building instructional coaches on professional learning that will strengthen the existing PLC meeting structure and function; such professional learning will include, but not be limited to, coaching and data conversations and protocols. Instructional coaches will be provided time to work across buildings and with the district administration staff to help strengthen PLCs, providing time to observe in classrooms, analyze data, and support both classwide and small group intervention.

Location of services: Coordinated in Teaching and Learning at the District Offices and executed at EC-12 sites.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>All 6-12 licensed teaching staff will actively participate in district-led vertical alignment professional learning in the 2020-2023 school years (outside of illness or emergency)</i>	100% participation annually	100% participation annually	100% participation annually
<i>All 6-12 content areas (e.g. social studies, ELA, music, etc.) will create common summative and formative assessments aligned to standards and measure grade-level rigor for each unit.</i>	60%	80%	100%
<i>All 6-12 content areas will create standards-aligned scoring rubrics utilized during PLCs to assess student work.</i>	40% of content areas	50% of content areas	60% of content areas
<i>100% of all PLCs will be supported by coaches in eliminating achievement gaps between students of color and white students while also focusing on raising the achievement of all students. This work will be prioritized by coaches and teachers, and live in data-driven PLC conversations.</i>	25% Pilot Year	50%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # Strategy 3.2: Implement college- and career-ready courses that serve populations of students that are representative of district demographics.

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative

description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Staff will recruit students of color into college credit-bearing courses, including Advanced Placement and College in Schools courses. To ensure the readiness of students entering high school, middle school staff, including building administration, counselors, social workers, and outreach workers, will gain strong knowledge of course offerings at the high school, including Advanced Placement and College in the Schools courses, and career pathways.

Utilizing the work outlined in Strategy 3.1 above, administration at the middle school will create a culture of high expectations and limitless opportunity for all students, whereby they can see themselves as capable to succeed in rigorous coursework at the high school. Research shows that students who earn college credit while in high school have a much greater potential of graduation, and graduate in numbers higher than average. By creating a 6-12 articulation of college- and career-ready students, all involved will understand what is available and be provided with the skills to attain it.

RMS and RHS will utilize social workers, school counselors, outreach workers, and translation and interpretation services to communicate the 6-12 college and career-ready pathways to families. We will provide time during conferences, family nights, and registration nights to communicate this information to families.

Location of services: Richfield College Experience Program, Richfield High School, and Richfield Middle School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
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<i>The percentage of Black students enrolling into college credit-bearing enrollment classes will increase by 3 percentage points each year. 2020 enrollment is 12 percent.</i>	15%	18%	21%
<i>The percentage of Hispanic students enrolling into college credit-bearing enrollment classes will increase by 3 percentage points each year. 2020 enrollment is 27 percent.</i>	30%	33%	36%
<i>The percentage of 2 or more race students enrolling into college credit-bearing enrollment classes will increase by 3 percentage points each year. 2020 enrollment is 6 percent.</i>	9%	12%	15%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # **Strategy 3.3: Preparation for college-credit bearing and career readiness courses, and an accompanying communication plan.**

Type of Strategy: *Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

RPS deeply believes in equity of access for all students. That said, all students, but especially students of color, at the secondary level will receive focused counseling, exposure and support with regard to advanced course offerings. These course offerings include post-secondary options. Such support includes, but is not limited to, increased opportunities to attend college and career events, recruitment for advanced courses, and the creation of seminar courses to provide scaffolded support for success. This will provide cross cultural relationships and create shared learning opportunities; it will provide multiple opportunities and support to expand preparation for and access to college-level coursework and workplace certification while in high school. The district will provide support with regard to efficacy and agency on the part of our students of color. This will require coordination of district and school staff in the areas of career pathways and school counseling, and social workers who will work with families to help them navigate the E-12 education system for their children.

Richfield Public Schools currently has an E-12 Dual Language Immersion Program; however, the current system is underutilizing our native Spanish speakers. This goal will provide an opportunity for increased understanding of and communication about the dual language immersion program for families and for teachers, especially during the transition between fifth and sixth grade, and eighth and ninth grade. Through the use of outreach workers, English Language (EL) teachers and the building coaches, students at the cusp of transition years will be identified who would benefit from the assets that a dual language education would provide, including earning the Seal of Biliteracy through the State of Minnesota. Further, building coaches will promote the use of the Amity Program to bring native-speaking staff into Richfield Public Schools. Additionally, we will create materials in multiple languages that are easily navigated by students and families, and provide these materials to families at both the middle school and high school during fall conferences and also during registration nights.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>With a focused communication plan, and a concentrated effort to gather up to date contact information, 100% of our secondary families will receive communication on college earning courses and career pathways programs to their homes on a timely, annual basis so that they can plan their child's academic programming and schedule accordingly.</i>	60%	80%	100%
<i>100% of all district communication to families will be provided in 3 languages- English, Spanish, and Somali by the end of 3 years. Currently we provide English and Spanish (or 66% of the goal)</i>	66%	66%	100%
<i>Increase the percentage of students who engage in individual counseling sessions with counselors prior to registration for the upcoming school year.</i>	60%	80%	100%
<i>Increase student participation in college and career events such as college visit, and career fairs.</i>	50%	60%	70%
<i>Create a document that outlines college and career pathways for students and share with eighth grade students prior to registering for grade 9 at RHS. Communicate this document to all staff and present to families.</i>	100% created	80% utilized	100% utilized
<i>100% of incoming Spanish-speaking 6th graders and incoming 9th graders who have demonstrated proficiency in the Spanish written and spoken language will be assessed for possible entrance to the district dual language immersion program,utilizing a district-created assessment.</i>	Assessment 100% created, utilized for 80% of students	Assessment utilized for 100% of identified students	Assessment utilized for 100% of identified students

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.

This plan is focused on creating a cohesive and comprehensive education program in Richfield Public Schools, which is a small and racially-isolated district located in a first-ring suburb of Minneapolis. The plan is focused on providing students with a vertically-aligned education, eliminating duplicative programs in any one building or at any one level and, instead, providing K-12 programs that “talk to each

other” across levels. Further, this plan utilizes existing structures in a more efficient way, such as instructional coaching and district professional learning, to further the goals of the plan.

Creating an instructional coaching system that provides shared professional learning and the ability to collaborate across buildings will ensure that strong systems are created which are aligned across level. Further, the use of social workers, outreach workers, school counselors and district translation and interpretation services will provide comprehensive and targeted communication to families, which will strengthen clarity of message and knowledge of the Richfield Public School system.

Collaboration among district and building staff is critical to the success of the work outlined in this plan. The district administration team is small but extremely collaborative, preferring to work in partnership on the work that needs to be done on behalf of all students in Richfield Public Schools.

NEW BUSINESS - FOR ACTION

Agenda Item VI.E.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, March 16, 2020

Subject: Donations

(Recommended by the Superintendent)

That the Board of Education accept the following donations with gratitude.

Richfield High School received \$10,274.40 from the **Richfield Quarterback Club** for a variety of equipment used by the RHS Football Team in the 2019 season.

Spartan Food Shelf received \$80.00 from Terry & Debbie Ahlstrom.