

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, November 2, 2020
7:00 p.m. School Board Meeting

- I. CALL TO ORDER
- II. REVIEW AND APPROVAL OF THE AGENDA
- III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS
 - A. Superintendent Update: Strategic Planning
- IV. CONSENT AGENDA
 - A. Routine Matters
 - 1. Minutes of the regular meeting held October 19, 2020
 - 2. General Disbursements as of 10/23/20 in the amount of \$4,337,320.11
 - 3. Investment Holdings
 - B. Personnel Items
- V. OLD BUSINESS
 - A. Policy 601 – Academic Standards and Instructional Curriculum
 - B. Policy 201 – Legal Status of the School Board
 - C. Policy 106 – Students and Employees with Communicable and Infectious Diseases
 - D. Policy 602 – School District System Accountability
- VI. NEW BUSINESS
 - A. Non-Resident Tuition Rate for 2020-2021
 - B. Bid Authorization – RHS Pavement Rehabilitation
 - C. Project Authorization – RHS Partial Roof Replacement
 - D. Donations

VII. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Future Meeting Dates

11-16-2020 7:00 p.m. Regular Board Meeting - Public Comment

12-7-2020 7:00 p.m. Regular Board Meeting

D. Suggested/Future Agenda Items

VIII. CLOSED SESSION AS ALLOWED BY MINNESOTA STATUTE 13D.03 FOR
LABOR NEGOTIATIONS STRATEGY

IX. REOPEN MEETING

X. ADJOURN REGULAR MEETING

**INFORMATION AND PROPOSALS –
NON-ACTION ITEMS**

Agenda Item III.A.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, November 2, 2020

Subject: Superintendent Update

(The Superintendent provides this informational update on the strategic planning process.)

Attached:

Strategic Planning Presentation
Strategic Plan Draft

Enriching and accelerating learning



Strategic Plan Update

Enriqueciendo y acelerando el aprendizaje

Progress So Far

December 2019	Reviewed Strategic Plan 2015-20 Reviewed measures on Vision Cards
January 2020	Created outline of new plan Integrated new branding messages
January - March 2020	Hosted large monthly meetings to gather input from stakeholders Hosted monthly meetings with committees for additional input
May – June 2020	Surveyed community to ascertain priorities for goals
August 2020	Examined revised draft with Management Team through an equity lens
October 2020	Revised plan and began obtaining final feedback from students, staff, families, and community members

Timeline of Next Steps

Month	Action
November 2020	Continue to get final feedback from students, staff, families, and community
December 2020	Revise and finalize plan
January 2021	Launch and communicate new strategic plan
February – August 2021	Create Vision Cards aligned to plan with clear measurement and communication plans

Virtual Community Meetings



RICHFIELD
PUBLIC SCHOOLS

Gathering feedback from students, families, and community

Thursday, 10/22 at 7:00 pm

Tuesday, 11/17 at 4:30 pm

- Click this link to sign up to attend one of the virtual sessions: richfieldschools.org/about/strategic-plan (once your registration is received, we will share the zoom link with you)
- The recorded presentation is also available to watch anytime, and feedback can be submitted on the website for those unable to attend one of the two virtual meetings.

Additional Input Opportunities to the Strategic Plan & Equity Policy

- Committees and Advisories
- School Parent Groups
- Student Leadership
- Safe & Supportive Schools (students and families)
- Staff communication

Current Draft Version

Available on our website in English & Spanish:
richfieldschools.org/about/strategic-plan/feedback

Enriching and accelerating learning



RICHFIELD
PUBLIC SCHOOLS

Questions/Comments

Enriqueciendo y acelerando el aprendizaje

Richfield Public Schools Strategic Plan 2021-26

RICHFIELD

Realized



Richfield Realized

Overview

The 2021-26 strategic plan, Richfield Realized, is our road map for ensuring Richfield Public Schools is a vibrant, engaging school district where we inspire and empower every student and staff member to learn, grow and excel in an equitable environment. Through this strategic plan, we will realize our goals and dreams together with our students, staff and community.

Background

We value the voice and experience of our students, families, staff and broader community. It was important to us to involve as many people as possible in this process, as the outcome will impact all of us—we are #OneRichfield.

Starting in December 2019, we began by reviewing the 2015-20 strategic plan, including our goals and outcomes, with our management team and District leaders.

January through March 2020, we held stakeholder meetings to share the results of our previous strategic plan and to collect input on new priorities. In all, almost 500 people provided more than 1,000 suggestions through community engagement sessions and the online survey. Community engagement sessions included large community gatherings, smaller meetings with advisory councils and PTSOs, as well as online meetings (due to COVID-19). We also collected student input through student councils, activities and teams, and community meetings.

In April, May and June 2020, we used an online tool to survey our community, asking them to prioritize the list of goals and action items that were collected. We had 485 people who respond to the survey. Contained in this draft are the results of these rankings. Each category contains the top 3-5 goals as identified by our stakeholders. Beneath many of these goals are suggested activities to help reach the goal. These activities are suggestions that were submitted during the initial community engagement sessions.

Next steps

We will work collaboratively with our Board of Education to review and refine this list of goals and activities. We will take the board-reviewed draft to the administration team for review before creating our final draft to share with the community for review. Once the community has had the opportunity to read and comment on the draft, the final strategic plan will be presented to the board for approval. Our goal is to have an approved strategic plan by January 2021.



RICHFIELD
PUBLIC SCHOOLS

Academics

1

Address the educational debt owed to marginalized communities. Activities may include, but are not limited to:

- Ensuring the curriculum and classrooms reflect and respect student diversity and the lived experiences of the students in those classrooms
- Incorporating parent education and resources to support struggling students outside the classroom
- Ensuring students believe in themselves and their individual talents and abilities
- Encouraging all students to take rigorous or advanced courses
- Empowering staff members to build strong, healthy, non-biased relationships with students
- Providing professional learning for staff on culturally relevant instructional practices
- Ensuring that all teaching and learning occur using culturally relevant curriculum and practices
- Ensuring that students receiving special education services have intentional access to supports and services that interrupt predictable patterns

2

Maintain small class sizes by consciously examining class sizes to keep low student-teacher ratios a significant priority.

3

Increase course offerings. Activities may include, but are not limited to:

- Adding life skills courses at the high school (taxes, budgeting, contracts, etc.)
- Creating more family and consumer sciences in middle school (culinary, fashion design, etc.)
- Establishing more music and arts at elementary schools
- Designing additional project-based learning across grades
- Adding additional Spanish-language course options to the secondary level dual language immersion programs

4

Continue to support, promote and value biliteracy. Activities may include, but are not limited to:

- Expanding course offerings, possibly to include Somali, indigenous or other language/culture elective courses
- Providing teacher training for enhancing and valuing multiple language use in content classrooms

5

Ensure all students learn about post-secondary options (from trades and certificate programs to 4-year colleges). Activities may include, but are not limited to:

- Expanding advisory curriculum focused on post-secondary planning
- Administering interest inventories for secondary students and using the information to build a rich learning environment
- Adding or enhancing post-secondary planning in elementary schools
- Adding a Career and College Center at the high school
- Creating internships so students can explore careers

Climate & Culture

1

Ensure students are seen, valued, heard and respected. Activities may include, but are not limited to:

- Ensuring an equitable and culturally relevant environment that represents and values all students and their diverse backgrounds
- Increasing bullying prevention efforts
- Maintaining high social and academic expectations with intentional adult support
- Ensuring rules and policies are in place and followed equitably in buildings across the District
- Engaging students in behavior/discipline (such as a restorative justice program)
- Improving behavior in the upper grades during lunch and passing times

2

Increase student support, especially social-emotional support. Activities may include, but are not limited to:

- Providing supports specifically designed around meeting student needs with respect to all individual student differences
- Evaluating how counselors are assigned
- Teaching time management (to help students juggle school, homework, jobs and extracurricular activities)
- Supporting and training teachers to identify and support students with mental health needs
- Creating additional support staff positions as budget prioritization allows

3

Support and celebrate diversity. Activities may include, but are not limited to:

- Providing an environment that clearly and openly celebrates diversity and commits to valuing differences in all forms
- Providing districtwide events to celebrate cultures and bring together families from different backgrounds
- Increasing support for Somali families
- Increasing the number of staff members of color through intentional hiring and retention practices
- Providing racial equity training for staff and creating systems for implementation
- Starting student and/or staff affinity groups
- Continuing to expand the diversity of literature in libraries

4

Provide new opportunities for parent involvement. Activities may include, but are not limited to:

- Expanding and deepening bilingual and multicultural family services
- Empowering parents to lead tours for new families
- Partnering with families on grant writing and advocacy opportunities
- Scheduling guest speakers in classrooms
- Working in partnership with the city and community across all areas of resident demographics

5

Improve school pride. Activities may include, but are not limited to:

- Increasing school events such as pep fests, track and field days, etc.
- Friday Spartan clothing day
- Providing school signs, communication and literature in multiple languages in every District building to offer assistance and provide a welcoming and equitable environment

Activities

1

Provide more variety of activity programs. Activities may include, but are not limited to:

- Celebrating multiculturalism and diversity through all activity offerings
- Creating more visual and performing arts opportunities
- Providing athletics for students of all abilities and skill levels
- Supporting student-led clubs and activities
- Offering more academic programs (like reading programs or homework help)
- Fostering greater partnerships with in-district programs (like Community Education)
- Developing partnerships with local organizations (like the library, Young Life and TreeHouse)

2

Increase student participation in activity programs and better align the demographics of participating students with those of the overall student population. Activities may include, but are not limited to:

- Creating an equitable fee system to support all students and families
- Adding more activity buses
- Better supporting students with disabilities so they can fully participate
- Getting feedback from students on what barriers exist in current programs

3

Increase attendance at games and performances. Activities may include, but are not limited to:

- Marketing and promoting games and theater performances
- Increasing representation/attendance from staff
- Providing transportation to/from events



Business & Operations

1

Maintain or improve staff hiring and support. Activities may include, but are not limited to:

- Ensuring an equity-focused onboarding process for new staff members that provides robust preparation for the real work RPS educators do
- Providing applicants and interviewees the opportunity to share their views on diversity and inclusion through the application and/or interview process
- Filling vacant positions quickly and posting positions earlier
- Working to improve teacher retention, particularly for teachers who are Black, Indigenous or people of color (BIPOC)
- Hiring building subs
- Providing better compensation and support for subs
- Simplifying the application process
- Providing better support for paraprofessionals through professional development and higher pay
- Increasing professional development for office staff, outreach workers and admin assistants

2

Continuous improvement of facilities. Activities may include, but are not limited to:

- Ensuring full accessibility for all people at all facilities
- Making parking lot improvements
- Increasing playground equipment at elementary schools
- Adding a soccer field and recreational spaces to school grounds

3

Ensure environmentally friendly practices across the District. Activities may include, but are not limited to:

- Supporting a sustainable and environmentally conscious atmosphere
- Transitioning to fully reusable or compostable lunch utensils and other products
- Adding bike racks or bike lockers at schools
- Increasing student voice in environmental initiatives

4

Continue to improve student meals. Activities may include, but are not limited to:

- Adding more farm-to-table and locally sourced foods
- Adding student voice in menu planning and new recipes
- Making lunches free for all students or launching a fundraising campaign to eliminate student lunch debt through donations
- Reducing food waste
- Improving composting
- Eliminating social and cultural stigmas around eating school lunch

5

Maintain financial accountability and transparency. Activities may include, but are not limited to:

- Creating easy to use tools for managers to monitor the up-to-date details of their budgets.

6

Continue to improve transportation services. Activities may include, but are not limited to:

- Examining and providing increased access to transportation for all students and families as the budget allows
- Providing racial equity training for bus drivers
- Increasing transparency around any possible exceptions for bus zoning
- Increasing consistency of rule enforcement on the bus
- Using student engagement specialists as bus support staff

Communication & Marketing

1

Improve family communication. Activities may include, but are not limited to:

- Streamlining and standardizing communication tools across the District
- Offering workshops/events for families
- Improving parent communication from teachers, schools and the District
- Increasing communication with the Somali community
- Ensuring all communication is consistent and welcoming (including written communication, phone calls and in-person interactions)
- Increasing RPS presence at community events
- Building capacity in our families to successfully access and communicate through technology

2

Improve the reputation of Richfield Public Schools. Activities may include, but are not limited to:

- Sharing positive stories in the media, in community newsletters, on social media and on the District website
- Elevating all students in District marketing by equitably representing BIPOC, LGBTQA+, ELL/MLL, and SPED/504 students and issues

3

Increase enrollment through improved marketing and public relations.



Other



1

Improve community partnerships. Activities may include, but are not limited to:

- Creating partnerships with local businesses and organizations and/or connecting with local seniors and retirees
- Creating partnerships with local businesses to provide technology or other supports to RPS families
- Developing a formal partnership with the city to cross-promote and support issues affecting the city of Richfield and our schools



2

Create a structured volunteer program to engage more residents and parents/guardians as volunteers in the schools.



3

Provide parent classes/programs (activities). Activities may include, but are not limited to:

- Offering evening classes for parents on topics they request



FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	298938	09/30/2020	MINNESOTA STATE U, MANKATO	R	1,000.00
01	298939	09/30/2020	U OF MN TWIN CITIES	R	3,000.00
01	298940	09/30/2020	EBERT CONSTRUCTION	R	3,582.81
01	298941	09/30/2020	XCEL ENERGY	R	3,275.48
01	298946	09/30/2020	AMAZON.COM SYNCB/AMAZON	R	31,403.66
01	V610274	10/01/2020	MATTHEW L BROWN	R	15.98
01	V610275	10/01/2020	MIRIAM A CASTRO SANJUAN	R	40.00
01	V610276	10/01/2020	PHIL N CEDER	R	40.00
01	V610277	10/01/2020	MARY L CLARKSON	R	70.00
01	V610278	10/01/2020	TIA B CLASEN	R	70.00
01	V610279	10/01/2020	JOHNNY R COOK	R	70.00
01	V610280	10/01/2020	LATANYA R DANIELS	R	70.00
01	V610281	10/01/2020	GEORGE A DENNIS	R	35.00
01	V610282	10/01/2020	JARED ELLERSON	R	70.00
01	V610283	10/01/2020	RYAN D FINKE	R	70.00
01	V610284	10/01/2020	PETER J FITZPATRICK	R	40.00
01	V610285	10/01/2020	STEVEN T FLUCAS	R	70.00
01	V610286	10/01/2020	MICHAEL L FRANKENBERG	R	70.00
01	V610287	10/01/2020	RACHEL GENS	R	70.00
01	V610288	10/01/2020	JAMES A GILLIGAN	R	70.00
01	V610289	10/01/2020	CHRISTINA M GONZALEZ	R	70.00
01	V610290	10/01/2020	KYLE L GUSTAFSON	R	40.00
01	V610291	10/01/2020	KEVIN D HARRIS	R	40.00
01	V610292	10/01/2020	JAMES L HILL	R	40.00
01	V610293	10/01/2020	CARLONDREA D HINES	R	70.00
01	V610294	10/01/2020	JESSICA M HOFFMAN	R	40.00
01	V610295	10/01/2020	CRAIG D HOLJE	R	70.00
01	V610296	10/01/2020	CORY J KLINGE	R	70.00
01	V610297	10/01/2020	DANIEL E KRETSINGER	R	70.00
01	V610298	10/01/2020	ANOOP KUMAR	R	40.00
01	V610299	10/01/2020	COLLEEN M MAHONEY	R	70.00
01	V610300	10/01/2020	MICHAEL A MANNING	R	70.00
01	V610301	10/01/2020	DANIEL P MCGINN	R	40.00
01	V610302	10/01/2020	DOUG R MCMEEKIN	R	70.00
01	V610303	10/01/2020	CAROLE R MCNAUGHTON-COMMERS	R	70.00
01	V610304	10/01/2020	KENT D MEYER	R	70.00
01	V610305	10/01/2020	ALECIA M MOBLEY	R	70.00
01	V610306	10/01/2020	LISA M NEGUS	R	70.00
01	V610307	10/01/2020	ERIN H NEILON	R	40.00
01	V610308	10/01/2020	ROBERT G OLSON	R	40.00
01	V610309	10/01/2020	MARK S PEDERSEN	R	40.00
01	V610310	10/01/2020	DENNIS E PETERSON	R	35.00
01	V610311	10/01/2020	RENEE C REED-KARSTENS	R	40.00
01	V610312	10/01/2020	KEITH D RIEF	R	40.00
01	V610313	10/01/2020	TERESA L ROSEN	R	122.97
01	V610314	10/01/2020	MAUREEN E RUHLAND	R	40.00
01	V610315	10/01/2020	MARTA I SHAHSAVAND	R	70.00
01	V610316	10/01/2020	NANCY J STACHEL	R	70.00
01	V610317	10/01/2020	MORGAN L STEELE	R	47.88

01	V610318	10/01/2020	PATRICK M SURE	R	40.00
01	V610319	10/01/2020	STACY THEIEN-COLLINS	R	70.00
01	V610320	10/01/2020	VLADIMIR S TOLEDO	R	40.00
01	V610321	10/01/2020	IAN D TOLENTINO	R	40.00
01	V610322	10/01/2020	STEVEN P UNOWSKY	R	270.00
01	V610323	10/01/2020	STEPHEN C URBANSKI	R	40.00
01	V610324	10/01/2020	CARRIE A VALA	R	70.00
01	V610325	10/01/2020	JENNIFER K VALLEY	R	70.00
01	V610326	10/01/2020	RYAN WAGNER	R	40.00
01	V610327	10/01/2020	REBECCA S WALD	R	40.00
01	V610328	10/01/2020	KASYA L WILLHITE	R	70.00
01	V610329	10/01/2020	AMY J WINTER AHSENMACHER	R	70.00
01	298947	10/02/2020	AQUA LOGIC INC	R	10,925.36
01	298948	10/02/2020	ASSURED SECURITY	R	495.00
01	298949	10/02/2020	BEN FRANKLIN ELECTRIC INC	R	767.00
01	298950	10/02/2020	BRINK'S INCORPORATED	R	1,212.70
01	298951	10/02/2020	BSI MECHANICAL, INC.	R	1,183.00
01	298952	10/02/2020	BSN SPORTS, LLC	R	429.94
01	298953	10/02/2020	CANON USA	R	4,038.49
01	298954	10/02/2020	CAPITAL ONE COMMERCIAL	R	117.04
01	298955	10/02/2020	CAPTIVATE MEDIA & CONSULTING	R	1,240.00
01	298956	10/02/2020	CARLSON NELSON	R	200.00
01	298957	10/02/2020	CDW GOVERNMENT INC	R	13,148.00
01	298958	10/02/2020	CEL PUBLIC RELATIONS, INC.	R	3,438.00
01	298959	10/02/2020	CITY OF RICHFIELD	R	244.93
01	298960	10/02/2020	COMCAST	R	269.91
01	298961	10/02/2020	DARK KNIGHT SOLUTIONS, LLC	R	350.00
01	298962	10/02/2020	ECOLAB INC	R	304.20
01	298963	10/02/2020	ELSMORE SPORTS INC.	R	313.00
01	298964	10/02/2020	ENVIROMATIC CORP OR AMERICA, INC	R	462.97
01	298965	10/02/2020	FASTENAL INDUSTRIAL	R	126.60
01	298966	10/02/2020	FLOYD LOCK AND SAFE	R	14.60
01	298967	10/02/2020	FURTHER	R	5,566.50
01	298968	10/02/2020	HAWKINS INC	R	2,955.90
01	298969	10/02/2020	HEINEMANN	R	21,760.00
01	298970	10/02/2020	HILLYARD	R	7,143.87
01	298971	10/02/2020	HOGLUND BUS CO INC	R	863.16
01	298972	10/02/2020	HOPE CHURCH	R	14,338.47
01	298973	10/02/2020	HOTSY MINNESOTA.COM	R	211.25
01	298974	10/02/2020	HR SIMPLIFIED INC.	R	1,527.00
01	298975	10/02/2020	INDEPENDENT SCHOOL MGMT, INC. (ISM)	R	4,130.00
01	298976	10/02/2020	INDOFF INC	R	112.35
01	298977	10/02/2020	INNOVATIVE OFFICE SOLUTIONS LLC	R	3,441.23
01	298978	10/02/2020	JAYTECH, INC	R	78.40
01	298979	10/02/2020	KREMER SERVICES LLC	R	2,350.14
01	298980	10/02/2020	LEROY'S GREAT BEAR	R	159.96
01	298981	10/02/2020	LOFFLER COMPANIES	R	149.00
01	298982	10/02/2020	LOMAX CARLA	R	180.00
01	298983	10/02/2020	MALLOY MONTAGUE KARNOWSKI & RADO	R	12,500.00
01	298984	10/02/2020	MATRIX COMMUNICATIONS INC	R	28,215.00

01	298985	10/02/2020	MENARDS - RICHFIELD	R	182.40
01	298986	10/02/2020	METRO ECSU	R	250.00
01	298987	10/02/2020	MINNESOTA HISTORICAL SOCIETY	R	3,975.00
01	298988	10/02/2020	MN DEPT OF LABOR AND INDUSTRY	R	100.00
01	298989	10/02/2020	NUTKASE ACCESSORIES USA LLC	R	16,000.00
01	298990	10/02/2020	NYSTROM PUBLISHING	R	12,371.15
01	298991	10/02/2020	PERFORMANCE EXCELLENCE NETWORK	R	300.00
01	298992	10/02/2020	POWERSCHOOL GROUP LLC	R	1,500.00
01	298993	10/02/2020	SAAFE, LLC	R	2,589.00
01	298994	10/02/2020	SAVVAS LEARNING COMPANY LLC	R	8,244.92
01	298995	10/02/2020	SITEONE LANDSCAPE SUPPLY LLC	R	67.32
01	298996	10/02/2020	ST LOUIS PARK PUBLIC SCHL ISD 283	R	31.81
01	298997	10/02/2020	PARK ADAM TRANSPORTATION	R	11,748.96
01	298998	10/02/2020	ST-PAUL RAMSEY COUNTY PUBLIC HEALTH	R	20.00
01	298999	10/02/2020	SUBURBAN TIRE WHOLESALE	R	807.00
01	299000	10/02/2020	TRI METRO CONFERENCE	R	6,000.00
01	299001	10/02/2020	TROENDLE, COLENE	R	50.00
01	299002	10/02/2020	TWIN CITY FILTER SERVICE INC	R	666.64
01	299003	10/02/2020	TWIN CITY HARDWARE	R	598.29
01	299004	10/02/2020	TYLER TECHNOLOGIES, INC.	R	9,200.00
01	299005	10/02/2020	VALLEY RICH CO INC	R	25,600.00
01	299006	10/02/2020	VIG SOLUTIONS INC	R	4,860.00
01	299007	10/02/2020	VSP VISION SERVICE PLAN	R	3,087.37
01	299008	10/02/2020	WEATHERPROOFING TECHNOLOGIES, INC.	R	58,347.37
01	299009	10/02/2020	WHEELCO	R	122.98
01	299010	10/02/2020	XCEL ENERGY	R	59,376.39
01	299011	10/06/2020	BORCHERS WILLIAM S	R	304.00
01	299012	10/06/2020	BRIGGS PAUL	R	20.00
01	299013	10/06/2020	CAREY SEELEY DIZERZAK	R	20.00
01	299014	10/06/2020	COLBERT BOBBY	R	35.00
01	299015	10/06/2020	COLLINS NICOLE	R	20.00
01	299016	10/06/2020	DINGLEY LAIMA	R	20.00
01	299017	10/06/2020	FLANERY-OLSON, JODI	R	40.00
01	299018	10/06/2020	FORSTER DAVIS	R	54.00
01	299019	10/06/2020	GRAHAM THOMAS	R	50.00
01	299020	10/06/2020	H BROOKS AND COMPANY LLC	R	1,291.76
01	299021	10/06/2020	HEGARD SHAWN	R	20.00
01	299022	10/06/2020	HRYPA WILLIAM V	R	69.00
01	299023	10/06/2020	HUMISTON LAURIE	R	35.00
01	299024	10/06/2020	JAMES E MARSHALL JR	R	75.00
01	299025	10/06/2020	JONES JEFFREY A	R	54.00
01	299026	10/06/2020	LANG JOSEPH C	R	20.00
01	299027	10/06/2020	LARSON KEITH	R	50.00
01	299028	10/06/2020	MOHER CHARLES D	R	102.00
01	299029	10/06/2020	MOOK MAUREEN	R	50.00
01	299030	10/06/2020	PAN O GOLD BAKING CO	R	222.50
01	299031	10/06/2020	POMEROY STEVEN R	R	125.00
01	299032	10/06/2020	TRIO SUPPLY COMPANY	R	2,664.90
01	299033	10/06/2020	UPPER LAKES FOODS	R	11,335.29
01	299034	10/06/2020	WINTER CLARENCE	R	125.00

01	299035	10/08/2020	NASCO	R	49.60
01	299036	10/08/2020	BRAMBILLA'S LEASE SYSTEMS, INC	R	2,161.00
01	299037	10/08/2020	CARQUEST AUTO PARTS	R	136.76
01	299038	10/08/2020	CITY OF RICHFIELD	R	6,785.59
01	299039	10/08/2020	COMCAST BUSINESS	R	244.74
01	299040	10/08/2020	DISCOUNT SCHOOL SUPPLY	R	361.92
01	299041	10/08/2020	GEORGAKOPOULOS, TESS	R	20.00
01	299042	10/08/2020	HERITAGE CRYSTAL CLEAN INC	R	358.49
01	299043	10/08/2020	HOUSE OF PRINT	R	3,479.94
01	299044	10/08/2020	JEFF R SCHAD	R	400.00
01	299045	10/08/2020	KINECT ENERGY INC	R	505.00
01	299046	10/08/2020	LEARNING A-Z	R	860.60
01	299047	10/08/2020	MASSP-MN ASSOCIATION	R	2,595.00
01	299048	10/08/2020	MCEA	R	45.00
01	299049	10/08/2020	MINNESOTA CLAY COMPANY	R	902.24
01	299050	10/08/2020	OSCAR ALVARADO HERRERA	R	100.00
01	299051	10/08/2020	PLASTIC BAGMART	R	717.00
01	299052	10/08/2020	PUGLEASA COMPANY, INC.	R	7,000.00
01	299053	10/08/2020	SHERWIN WILLIAMS CO	R	135.24
01	299054	10/08/2020	SOLARWINDS ITSM US, INC	R	4,926.10
01	299055	10/08/2020	STRATEGIC STAFFING SOLUTIONS	R	4,760.00
01	299056	10/08/2020	TAFFE SARAH ANN	R	8,165.60
01	299057	10/08/2020	VERIZON WIRELESS	R	464.03
01	V610330	10/08/2020	VERONICA BACH-DOWD	R	100.20
01	V610331	10/08/2020	LINDSEY M ERICKSON	R	19.55
01	V610332	10/08/2020	STEVEN T FLUCAS	R	19.74
01	V610333	10/08/2020	LISA A LEIKNES	R	38.66
01	V610334	10/08/2020	CASSANDRA QUAM	R	334.74
01	V610335	10/08/2020	GREGORY A VONRUDEN	R	17.63
01	V610336	10/08/2020	CORY M WISE	R	295.00
01	299058	10/09/2020	ASSURED SECURITY	R	280.00
01	299059	10/09/2020	DEBORAH LANGLOIS	R	1,066.86
01	299060	10/09/2020	LAKESHORE LEARNING MATERIALS	R	139.98
01	299061	10/09/2020	RICHFIELD PLUMBING	R	5,502.00
01	298707	10/12/2020	COMCAST	V	-514.65
01	298986	10/12/2020	METRO ECSU	V	-250.00
01	299062	10/13/2020	RICHFIELD BLOOMINGTON CREDIT UNION	R	800.00

TOTAL CHECKS & E-PAYS
486,544.36

CHECK & E-PAY RUNS FOR 10/19/2020 BOARD REPORTS

BANK 05	DATE	AMOUNT
Scholarships	9/30/2020	4,000.00
CHECKS	9/30/2020	31,403.66
	10/2/2020	371,059.57
	10/6/2020	16,802.45
	10/8/2020	45,173.85
	10/9/2020	6,988.84
	10/13/2020	800.00
VOIDED CHECKS	10/12/2020	(764.65)
E-PAY	10/1/2020	3,396.83
	10/8/2020	825.52
Construction Checks	9/30/2020	6,858.29

CHECK REGISTER BANK 05 TOTAL =	486,544.36
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BREAKDOWN

01-206-00	399,197.44
02-206-00	17,271.67
03-206-00	26,657.65
04-206-00	28,942.56
06-206-00	6,928.29
07-206-00	-
08-206-00	4,000.00
20-206-00	2,411.79
21-206-00	1,134.96
47-206-00	-
50-206-00	-

BANK TOTAL =	486,544.36
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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, October 19, 2020
7:00 p.m. School Board Meeting

I. CALL TO ORDER

The regular meeting of the Board of Education of ISD 280, Hennepin County, Richfield, Minnesota was held on Monday, October 19, 2020, in the board room at the Richfield Public Schools district office, with an option for joining virtually due to the current federal and state emergency declarations and guidance about limiting person-to-person contact due to the COVID-19 (coronavirus) pandemic. Chair Crystal Brakke called the Regular Board Meeting to order at 7:01 pm with the following school board members in attendance: Pollis, Smisek, Maleck, Toensing, and Cole (virtually).

Student board representative Tyler Jake was present virtually. Administrators present were Asst. Superintendent Daniels and Chief HR & Admin Officer Holje.

II. REVIEW AND APPROVAL OF THE AGENDA

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

III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS

- A. Public Comment
- B. Superintendent Update
 - 1. Welcome Student Board Representatives
 - 2. Richfield High School
 - 3. Athletics & Activities

IV. CONSENT AGENDA

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

- A. Routine Matters
 - 1. Minutes of the regular meeting held October 5, 2020
 - 2. General Disbursements as of 10/13/20 in the amount of \$486,544.36
- B. Personnel Items

Certified Full Time Resignation

Sophie Sigel – Science – Richfield High School

Classified Full Time Resignation - Administrative and Management Support Professionals

Ashley Simonson – 40 hr/wk – Administrative Assistant 12 Month – DO

Classified Part Time Position For Employment – Paraprofessional

Stacy Castaneda – 32.5 hr/wk Special Education Paraprofessional – RDLS

Leondo Jackson – 35 hr/wk – Special Education Paraprofessional – Centennial

Classified Full Time Position For Employment – Paraprofessional

George Ene – 40 hr/wk -Technology Paraprofessional – DW

Lissette, Miguel – 40 hr/wk – Instructional paraprofessional – RDLS

Kameron Poncius – 40 hr/wk – Clerical Paraprofessional – RSTEM

Marshall Santiago-Toledano – 40 hr/wk – Clerical Paraprofessional – RHS

Keila Gonzalez – 40 hr/wk – Clerical Paraprofessional – Sheridan Hills

Classified Part Time Position For Employment – Student Engagement Specialist

Sylvia Paredes Recalde - 37.5hrs/week – Student Engagement Specialist – RDLS

Shemitra Price – 37.5 hrs/week – Student Engagement Specialist – RMS

Classified Full Time for Employment - Facilities & Transportation

Adam Hanson – 40 hr/wk – Building Cleaner – RHS

Teresa Morocho – 40 hr/wk – Building Cleaner – Sheridan Hills

Afi Adjalo – 40 hr/wk – Building Cleaner – RMS

Classified Part Time Resignation - Paraprofessional

Jenny Castro – 35 hr/wk – Instructional Para – RDLS

Melynda Hun – 32.5 hr/wk Special Ed Para - Centennial

Classified Part Time Resignation – Outreach Worker

Kadra Abdi – 20 hr/wk -Outreach Worker – CEC

V. NEW BUSINESS

- A. Policy 601 – Academic Standards and Instructional Curriculum - first read
- B. Policy 201 – Legal Status of the School Board - first read
- C. Policy 106 – Students and Employees with Communicable and Infectious Diseases - first read
- D. Policy 548 – COVID-19 Face Covering - first read

Motion by Toensing, seconded by Pollis, and carried by the majority (5 votes aye, 1 vote nay), the Board of Education approved the updated policy.

- E. Centennial Elementary – Change Order #15

Motion by Pollis, seconded by Maleck, and unanimously carried, the Board of Education approved the change order.

- F. Richfield STEM School - Change Order #26

Motion by Maleck, seconded by Pollis, and unanimously carried, the Board of Education approved the change order.

G. Sheridan Hills Elementary – Change Orders #14 & #15

Motion by Pollis, seconded by Smisek, and unanimously carried, the Board of Education approved the change orders.

H. Richfield Middle School – Change Orders #7 & #8

Motion by Cole, seconded by Maleck, and unanimously carried, the Board of Education approved the change orders.

I. Richfield High School – Change Orders #36-#38

Motion by Toensing, seconded by Cole, and unanimously carried, the Board of Education approved the change orders.

J. Richfield Middle School Abatement Change Order #2

Motion by Smisek, seconded by Pollis, and unanimously carried, the Board of Education approved the change order.

K. Donations

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

VI. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Future Meeting Dates

11-2-2020 7:00 p.m.

Regular Board Meeting

11-16-2020 7:00 p.m.

Regular Board Meeting - Public Comment

D. Suggested/Future Agenda Items

VII. CLOSED SESSION AS ALLOWED BY MINNESOTA STATUTE 13D.03 FOR LABOR NEGOTIATIONS STRATEGY

Motion by Toensing, seconded by Maleck, and unanimously carried, the Board of Education moved into closed session at 9:58 pm.

VIII. REOPEN MEETING

Motion by Pollis, seconded by Maleck, and unanimously carried, the Board of Education moved into open session at 10:49 pm.

IX. ADJOURN REGULAR MEETING

Chair Brakke adjourned the meeting at 10:51 pm.

P-CARD, CHECK & E-PAY RUNS FOR 11/02/2020 BOARD REPORTS

BANK 05	DATE	AMOUNT
P-CARDS SEPTEMBER	10/2/2020	80,965.61
E-PAY	10/15/2020	786.19
	10/22/2020	82.87
CHECKS	10/15/2020	741,837.16
	10/16/2020	5,584.38
	10/16/2020	139,957.47
	10/22/2020	152,324.88
Construction Checks	10/23/2020	3,215,781.55

CHECK REGISTER BANK 05 TOTAL =	4,337,320.11
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BREAKDOWN	
01-206-00	929,452.38
02-206-00	56,028.36
03-206-00	118,416.85
04-206-00	15,154.22
06-206-00	3,215,781.55
07-206-00	-
08-206-00	-
20-206-00	1,920.83
21-206-00	565.92
47-206-00	-
50-206-00	-
BANK TOTAL =	4,337,320.11

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	V2100724	10/02/2020	P-CARD BAIRD LISA	R	3,002.90
01	V2100726	10/02/2020	P-CARD BRUNNER PATTI	R	23,700.98
01	V2100727	10/02/2020	P-CARD BURT EMILY	R	33.20
01	V2100728	10/02/2020	P-CARD FINDLEY LAMPKIN MELISSA	R	50.00
01	V2100729	10/02/2020	P-CARD FINKE RYAN	R	238.45
01	V2100730	10/02/2020	P-CARD FLUCAS STEVEN	R	612.52
01	V2100731	10/02/2020	P-CARD GEURINK AREND	R	2,293.05
01	V2100732	10/02/2020	P-CARD HINES CARLONDREA	R	776.07
01	V2100733	10/02/2020	P-CARD KRETSINGER DAN	R	19,715.35
01	V2100734	10/02/2020	P-CARD LANZENDORFER TERRI	R	7,694.66
01	V2100735	10/02/2020	P-CARD LEWIS JENNIFER	R	154.00
01	V2100736	10/02/2020	P-CARD MACE CHRISTI JO	R	2,025.27
01	V2100737	10/02/2020	P-CARD MAHONEY COLLEEN	R	487.01
01	V2100738	10/02/2020	P-CARD MANNING MICHAEL	R	73.00
01	V2100739	10/02/2020	P-CARD MARYN ANGELA	R	7,471.01
01	V2100740	10/02/2020	P-CARD MCGINN DAN	R	122.33
01	V2100741	10/02/2020	P-CARD MCNAUGHTON COMMERS CAROLE	R	222.05
01	V2100742	10/02/2020	P-CARD POMERLEAU DORIS	R	1,089.86
01	V2100743	10/02/2020	P-CARD STACHEL NANCY	R	4,053.12
01	V2100744	10/02/2020	P-CARD VALLEY JENNIFER	R	155.40
01	V2100745	10/02/2020	P-CARD WILLHITE KASYA	R	1,166.58
01	V2100746	10/02/2020	P-CARD WINTER AMY	R	5,828.80
01	299063	10/15/2020	AHMED TAUFIQ	R	69.00
01	299064	10/15/2020	ALL STATE COMMUNICATIONS INC	R	270.00
01	299065	10/15/2020	ARAMARK	R	335.04
01	299066	10/15/2020	ARVIG ENTERPRISES INC	R	1,107.90
01	299067	10/15/2020	JEFFERY PECKHAM	R	150.00
01	299068	10/15/2020	BLUE CROSS BLUE SHIELD OF MINNESOTA	R	1,711.50
01	299069	10/15/2020	BLUETARP FINANCIAL	R	59.98
01	299070	10/15/2020	BORCHERS WILLIAM S	R	125.00
01	299071	10/15/2020	BRIGGS HEATHER	R	20.00
01	299072	10/15/2020	BRIGGS PAUL	R	20.00
01	299073	10/15/2020	BSN SPORTS, LLC	R	49.00
01	299074	10/15/2020	CAREY SEELEY DIZERZAK	R	20.00
01	299075	10/15/2020	CARLSON KENT	R	20.00
01	299076	10/15/2020	CARQUEST AUTO PARTS	R	523.51
01	299077	10/15/2020	CEDAR SMALL ENGINE	R	5.99
01	299078	10/15/2020	CENTURYLINK	R	112.69
01	299079	10/15/2020	CHALLGREN MARK	R	69.00
01	299080	10/15/2020	CINTAS CORPORATION NO 2	R	140.38
01	299081	10/15/2020	COLBERT SANDRA	R	20.00
01	299082	10/15/2020	COLLINS NICOLE	R	20.00
01	299083	10/15/2020	COMMERCIAL KITCHEN	R	240.00
01	299084	10/15/2020	CONTINENTAL RESEARCH CORP	R	1,167.04
01	299085	10/15/2020	CUB FOODS	R	24.64
01	299086	10/15/2020	DICKS LAKEVILLE SANITATION INC	R	9,493.32
01	299087	10/15/2020	DIGI INTERNATIONAL, INC.	R	330.00
01	299088	10/15/2020	ECM PUBLISHERS INC	R	150.90
01	299089	10/15/2020	ECOLAB INC	R	630.53

01	299090	10/15/2020	ENGELKING JR JAMES	R	304.00
01	299091	10/15/2020	ETTEL & FRANZ ROOFING CO	R	605.00
01	299092	10/15/2020	EXLEY BENJAMIN	R	125.00
01	299093	10/15/2020	FASTENAL INDUSTRIAL	R	110.33
01	299094	10/15/2020	FATH CUTTER, NOELLA	R	4,980.00
01	299095	10/15/2020	FIRST BOOK MARKETPLACE	R	423.72
01	299096	10/15/2020	GARCIA ERIKA	R	20.00
01	299097	10/15/2020	GRAHAM THOMAS	R	50.00
01	299098	10/15/2020	WW GRAINGER INC	R	2,017.63
01	299099	10/15/2020	H BROOKS AND COMPANY LLC	R	1,366.91
01	299100	10/15/2020	HEGARD SHAWN	R	20.00
01	299101	10/15/2020	HEINEMANN	R	6,079.02
01	299102	10/15/2020	HILLYARD	R	7,637.62
01	299103	10/15/2020	HOME DEPOT U.S.A.	R	1,333.42
01	299104	10/15/2020	HRYPA WILLIAM V	R	69.00
01	299105	10/15/2020	HUBERT COMPANY, LLC	R	2,076.17
01	299106	10/15/2020	INNOVATIVE OFFICE SOLUTIONS LLC	R	6,334.08
01	299107	10/15/2020	ISD #709 DULUTH PUBLIC SCHOOLS	R	360.00
01	299108	10/15/2020	JAYTECH, INC	R	1,185.80
01	299109	10/15/2020	LARSON KEITH	R	50.00
01	299110	10/15/2020	LEARNING A-Z	R	860.60
01	299111	10/15/2020	LOFFLER COMPANIES	R	4,952.27
01	299112	10/15/2020	LOPEZ ALAN B	R	102.00
01	299113	10/15/2020	MATH LEARNING CENTER	R	6,330.12
01	299114	10/15/2020	MATTISON SCOT	R	69.00
01	299115	10/15/2020	MCDOWALL COMPANY	R	211,119.80
01	299116	10/15/2020	MEGHAN T JOHNSON	R	69.00
01	299117	10/15/2020	MENARDS - RICHFIELD	R	202.65
01	299118	10/15/2020	MOOK MAUREEN	R	50.00
01	299119	10/15/2020	POMEROY STEVEN R	R	125.00
01	299120	10/15/2020	SFM	R	412,416.00
01	299121	10/15/2020	PARK ADAM TRANSPORTATION	R	28,412.06
01	299122	10/15/2020	TAYLOR JASON	R	35.00
01	299123	10/15/2020	TIETZ STEVEN M	R	69.00
01	299124	10/15/2020	TWIN CITY TRANSPORTATION	R	24,936.54
01	299125	10/15/2020	WALZ CHRISTINE M	R	35.00
01	299126	10/15/2020	WILSON HOPE	R	20.00
01	V610337	10/15/2020	AMY L COUGHLIN	R	57.63
01	V610338	10/15/2020	KARIN V GAERTNER	R	144.23
01	V610339	10/15/2020	NASHWA M IBRAHIM	R	119.98
01	V610340	10/15/2020	LI J MATTSON	R	150.00
01	V610341	10/15/2020	CASSI M O'MEARA	R	150.00
01	V610342	10/15/2020	GRACE E SACHER	R	164.35
01	299127	10/16/2020	CHROMEBOOKPARTS.COM	R	2,250.00
01	299128	10/16/2020	PURCHASE POWER	R	4,482.00
01	299129	10/16/2020	IDENTISYS INC	R	1,283.66
01	299130	10/16/2020	INTERMEDIATE SCHOOL DISTRICT 917	R	2,229.04
01	299131	10/16/2020	LANGUAGE LINE SERVICE	R	7,024.64
01	299132	10/16/2020	METROPOLITAN MECHANICAL CONTRACTORS	R	9,909.00
01	299133	10/16/2020	TRANSLATIONS IN MOTION, INC	R	600.00

01	299134	10/16/2020	NEW DOMINION SCHOOL	R	7,183.01
01	299135	10/16/2020	NORTHWOODS PROMOTIONS WEST	R	190.00
01	299136	10/16/2020	PADCASTER	R	1,594.55
01	299137	10/16/2020	PAN O GOLD BAKING CO	R	145.20
01	299138	10/16/2020	PLAINVIEW MILK PRODUCTS COOPERATIVE	R	7,611.85
01	299139	10/16/2020	ROSEMOUNT SAW & TOOL	R	45.67
01	299140	10/16/2020	RUPP ANDERSON SQUIRES & WALDSPURGER	R	6,532.50
01	299141	10/16/2020	SAFETYFIRST PLAYGROUND MAINTENANCE	R	2,520.00
01	299142	10/16/2020	SAVVAS LEARNING COMPANY LLC	R	999.40
01	299143	10/16/2020	SCHUMACHER ELEVATOR COMPANY	R	39,000.00
01	299144	10/16/2020	SHERWIN WILLIAMS CO	R	472.83
01	299145	10/16/2020	SOURCEWELL TECHNOLOGY	R	500.00
01	299146	10/16/2020	STATE SUPPLY COMPANY	R	43.04
01	299147	10/16/2020	STRATEGIC STAFFING SOLUTIONS	R	5,600.00
01	299148	10/16/2020	SUBSCRIPTION SERVICES OF AMERICA IN	R	146.87
01	299149	10/16/2020	SUMMIT COMPANIES	R	4,300.00
01	299150	10/16/2020	TRIO SUPPLY COMPANY	R	2,009.59
01	299151	10/16/2020	TRUGREEN LIMITED PARTNERSHIP	R	4,922.40
01	299152	10/16/2020	TWIN CITY FILTER SERVICE INC	R	1,661.40
01	299153	10/16/2020	TWIN CITY HARDWARE	R	318.08
01	299154	10/16/2020	UNITED HEALTHCARE	R	159.60
01	299155	10/16/2020	UNITED HEALTHCARE INSURANCE CO	R	479.54
01	299157	10/16/2020	UPPER LAKES FOODS	R	25,672.99
01	299158	10/16/2020	XCEL ENERGY	R	43.61
01	299159	10/16/2020	YOGA OPTIONS, LLC	R	27.00
01	299160	10/16/2020	CINTAS	R	1,011.01
01	299161	10/16/2020	GREEN SCIENCE SOLUTIONS	R	4,098.00
01	299162	10/16/2020	RICHFIELD PLUMBING	R	475.37
01	299163	10/22/2020	ACTFL	R	345.00
01	299164	10/22/2020	APPRIZE TECHNOLOGY	R	3,075.00
01	299165	10/22/2020	BLAKE SCHOOL	R	431.60
01	299166	10/22/2020	BLUE CROSS BLUE SHIELD OF MINNESOTA	R	8,512.00
01	299167	10/22/2020	CAPITAL ONE COMMERCIAL	R	255.28
01	299168	10/22/2020	CAPTIVATE MEDIA & CONSULTING	R	8,000.00
01	299169	10/22/2020	CARQUEST AUTO PARTS	R	39.41
01	299170	10/22/2020	CATALYST BUYING GROUP LLC	R	1,389.99
01	299171	10/22/2020	CEDAR SMALL ENGINE	R	77.97
01	299172	10/22/2020	CHALLGREN MARK	R	6.00
01	299173	10/22/2020	CINTAS CORPORATION NO 2	R	232.90
01	299174	10/22/2020	CITY OF RICHFIELD	R	6,147.21
01	299175	10/22/2020	COMCAST BUSINESS	R	529.74
01	299176	10/22/2020	DARK KNIGHT SOLUTIONS, LLC	R	350.00
01	299177	10/22/2020	DIGITAL INSURANCE LLC	R	3,537.00
01	299178	10/22/2020	DTB SYSTEMS, INC.	R	241.61
01	299179	10/22/2020	EASYPERMIT POSTAGE	R	1,709.04
01	299180	10/22/2020	EDUCATORS BENEFIT CONSULTANTS LLC	R	1,145.24
01	299181	10/22/2020	GEORGAKOPOULOS, TESS	R	40.00
01	299182	10/22/2020	GOEBEL JUDITH K	R	150.00
01	299183	10/22/2020	WW GRAINGER INC	R	1,008.77
01	299184	10/22/2020	GROUP MEDICAREBLUE RX	R	6,510.00

01	299185	10/22/2020	GSSC-GENERAL SECURITY SERVICE	R	177.70
01	299186	10/22/2020	HAIGHT, JULIE	R	49.00
01	299187	10/22/2020	HILLYARD	R	1,389.64
01	299188	10/22/2020	HOGLUND BUS CO INC	R	106.14
01	299189	10/22/2020	HONDA FINANCE EXCHANGE, INC.	R	12,077.88
01	299190	10/22/2020	HOPE CHURCH	R	14,338.47
01	299191	10/22/2020	IDEAL ENERGIES LLC	R	992.09
01	299192	10/22/2020	ISD #709 DULUTH PUBLIC SCHOOLS	R	600.00
01	299193	10/22/2020	LARSON ENGINEERING	R	2,100.00
01	299194	10/22/2020	LOFFLER	R	1,225.09
01	299195	10/22/2020	LUBE TECH & PARTNERS LLC	R	643.20
01	299196	10/22/2020	LYNCH MICHAEL	R	88.00
01	299197	10/22/2020	MADISON NATIONAL LIFE INS CO INC	R	10,490.13
01	299198	10/22/2020	MEDTOX LABORATORIES INC	R	185.36
01	299199	10/22/2020	MIDWEST BUS PARTS INC	R	114.38
01	299200	10/22/2020	MINUTEMAN PRESS OF RICHFIELD	R	240.00
01	299201	10/22/2020	MULTILINGUAL WORD INC	R	3,828.00
01	299202	10/22/2020	OCCUPATIONAL MEDICINE CONSULTANTS	R	104.00
01	299203	10/22/2020	OLYMPIC COMMUNICATIONS INC	R	330.00
01	299204	10/22/2020	POVOLNY KATHLEEN IGOE	R	20.00
01	299205	10/22/2020	PREMIUM WATERS INC	R	28.00
01	299206	10/22/2020	RELIABLE DRUG & ALCOHOL INC.	R	350.00
01	299207	10/22/2020	SCHOOL SERVICE EMPLOYEES UNION	R	8,238.21
01	299208	10/22/2020	SCHUMACHER ELEVATOR COMPANY	R	873.00
01	299209	10/22/2020	SITEONE LANDSCAPE SUPPLY LLC	R	230.97
01	299210	10/22/2020	SOURCEWELL TECHNOLOGY	R	17,842.50
01	299211	10/22/2020	TIERNEY BROTHERS INC	R	1,848.75
01	299212	10/22/2020	UNITED STATES TREASURER	R	430.00
01	299213	10/22/2020	URBAN TREE & LANDSCAPING LLC	R	698.91
01	299214	10/22/2020	VIG SOLUTIONS INC	R	2,928.00
01	299215	10/22/2020	WESTERN PSYCHOLOGICAL SERVICES	R	359.10
01	299216	10/22/2020	WILLIAM V MACGILL & CO	R	151.24
01	299217	10/22/2020	SENIOR WOOLY	R	150.00
01	299218	10/22/2020	WORLD FUEL SERVICES, INC.	R	11,119.91
01	299219	10/22/2020	XCEL ENERGY	R	808.45
01	299220	10/22/2020	ZEP SALES & SERVICE	R	13,435.00
01	V610343	10/22/2020	KARIN V GAERTNER	R	17.00
01	V610344	10/22/2020	NASHWA M IBRAHIM	R	30.02
01	V610345	10/22/2020	ALLYSON N WOLFF	R	35.85
01	299221	10/23/2020	ALL FURNITURE INC	R	12,962.27
01	299222	10/23/2020	ALL STATE COMMUNICATIONS INC	R	28,681.30
01	299223	10/23/2020	BRAUN INTERTEC CORP	R	1,436.00
01	299224	10/23/2020	CORVAL CONSTRUCTION	R	170,632.20
01	299225	10/23/2020	COSNEY CORPORATION	R	15,220.00
01	299226	10/23/2020	DENNIS ENVIRONMENTAL OPERATION	R	41,336.40
01	299227	10/23/2020	EBERT CONSTRUCTION	R	131,931.51
01	299228	10/23/2020	ICS CONSULTING, INC.	R	77,874.25
01	299229	10/23/2020	INNOVATIVE OFFICE SOLUTIONS LLC	R	533,334.94
01	299230	10/23/2020	INSTITUTE FOR ENVIROMENTAL	R	13,737.12
01	299231	10/23/2020	INTEREUM, INC	R	214,104.85

01	299232	10/23/2020	LS BLACK CONSTRUCTORS, INC.	R	768,901.79
01	299233	10/23/2020	LSC CONSTRUCTION SERVICES, INC.	R	700.00
01	299234	10/23/2020	R & H PAINTING, LLC	R	2,812.00
01	299235	10/23/2020	SHAW-LUNDQUIST ASSOCIATES, INC.	R	1,111,077.78
01	299236	10/23/2020	INDIGO SIGNWORKS, INC.	R	28,022.50
01	299237	10/23/2020	DEFINITIVE GPR & CONST SERVS, LLC	R	400.00
01	299238	10/23/2020	WOLD ARCHITECTS AND ENGINEERS	R	62,616.64
TOTAL P-CARDS, CHECKS & E-PAYS					4,337,320.11

RICHFIELD PUBLIC SCHOOLS

Investment Holdings as of
October 28, 2020

Description	Matures	Rate	Cost	General Operating	Agency (Scholarships)	2018A Bond	2018B Bond	OPEB Bond
MN TRUST TERM SERIES	11/25/20	0.09%	8,000,000.00	8,000,000.00	-	-	-	-
WESTERN ALLIANCE BANK - C	12/17/20	1.92%	528,500.00	528,500.00	-	-	-	-
BANK 7	12/17/20	2.23%	242,300.00	242,300.00	-	-	-	-
LATINO COMMUNITY CREDIT UNION	12/17/20	2.10%	242,700.00	242,700.00	-	-	-	-
FIRST NATIONAL BANK / THE FIRST, NA	12/17/20	1.98%	243,200.00	243,200.00	-	-	-	-
EAST BOSTON SAVINGS BANK	12/17/20	1.93%	243,300.00	243,300.00	-	-	-	-
FORESIGHT BANK	01/27/21	2.56%	237,500.00	237,500.00	-	-	-	-
ASSOCIATED BANK, NA - C	01/27/21	2.61%	1,000,000.00	1,000,000.00	-	-	-	-
MECHANICS SAVINGS, A DIVISION OF	01/27/21	2.56%	237,500.00	237,500.00	-	-	-	-
FIRST INTERNET BANK OF INDIANA	02/04/21	1.85%	243,300.00	243,300.00	-	-	-	-
TBK BANK, SSB / THE NATIONAL BANK	02/04/21	1.75%	243,600.00	243,600.00	-	-	-	-
CITADEL FCU	02/18/21	1.63%	245,900.00	245,900.00	-	-	-	-
GRANITE COMMUNITY BANK / FIRST NA	02/18/21	1.53%	246,200.00	246,200.00	-	-	-	-
FIELDPOINT PRIVATE BANK & TRUST	02/18/21	1.55%	246,100.00	246,100.00	-	-	-	-
CITY NATL BK - BEV HILLS	02/25/21	1.55%	245,241.26	245,241.26	-	-	-	-
TEXAS CAPITAL BANK	06/28/21	0.30%	248,700.00	248,700.00	-	-	-	-
BANK OF CHINA	08/20/21	0.34%	248,100.00	248,100.00	-	-	-	-
SERVISFIRST BANK	10/19/21	0.70%	247,700.00	247,700.00	-	-	-	-
CIBM BANK	10/19/21	0.10%	249,600.00	249,600.00	-	-	-	-
BMO HARRIS BANK, NA	01/26/22	0.28%	4,000,000.00	4,000,000.00	-	-	-	-
Capital One, National Association Cert	08/16/21	2.10%	160,000.00	-	160,000.00	-	-	-
BMO HARRIS BANK, NA	11/25/20	2.37%	1,500,000.00	-	-	1,500,000.00	-	-
MN TRUST TERM SERIES	11/25/20	0.09%	3,000,000.00	-	-	3,000,000.00	-	-
WHEATON PK-D-REF-TXBL	12/30/20	2.69%	513,567.60	-	-	513,567.60	-	-
LAKE ETC SD #118-REF	01/01/21	2.79%	400,700.00	-	-	400,700.00	-	-
US TREASURY N/B	01/15/21	2.32%	495,683.59	-	-	495,683.59	-	-
ASSOCIATED BANK, NA - C	01/25/21	2.66%	500,000.00	-	-	500,000.00	-	-
COLLIN CO-B-REF-TXBL	02/15/21	2.43%	260,982.50	-	-	260,982.50	-	-
County of El Paso TX	02/15/21	2.37%	794,768.00	-	-	794,768.00	-	-
ASSOCIATED BANK, NA - C	02/25/21	2.50%	1,000,000.00	-	-	1,000,000.00	-	-
FINANCIAL FEDERAL BANK	02/25/21	2.65%	237,100.00	-	-	237,100.00	-	-

RICHFIELD PUBLIC SCHOOLS

Investment Holdings as of
October 28, 2020

Description	Matures	Rate	Cost	General Operating	Agency (Scholarships)	2018A Bond	2018B Bond	OPEB Bond
ASSOCIATED BANK, NA (N)	02/25/21	2.67%	237,100.00	-	-	237,100.00	-	-
HOUSTON-B-TXBL	03/01/21	2.43%	555,861.60	-	-	555,861.60	-	-
State of Maryland	03/15/21	2.38%	501,430.00	-	-	501,430.00	-	-
ASSOCIATED BANK, NA - C	04/23/21	2.67%	500,000.00	-	-	500,000.00	-	-
US TREASURY N/B	05/15/21	2.36%	1,023,164.05	-	-	1,023,164.05	-	-
State of Arkansas	06/01/21	2.43%	1,520,460.00	-	-	1,520,460.00	-	-
MEMPHIS-C-BABS	07/01/21	2.68%	312,489.00	-	-	312,489.00	-	-
FEDERAL HOME LOAN BANK	07/14/21	2.40%	959,446.61	-	-	959,446.61	-	-
FEDERAL HOME LOAN BANK	07/14/21	2.40%	479,723.30	-	-	479,723.30	-	-
State of Hawaii	08/01/21	2.45%	357,371.00	-	-	357,371.00	-	-
US TREASURY N/B	08/31/21	2.40%	493,398.44	-	-	493,398.44	-	-
FANNIE MAE	10/07/21	2.45%	481,788.31	-	-	481,788.31	-	-
City & County of Honolulu HI	11/01/21	2.55%	497,605.00	-	-	497,605.00	-	-
MN TRUST TERM SERIES	11/25/20	0.09%	5,000,000.00	-	-	-	5,000,000.00	-
PACIFIC WESTERN BANK	04/23/21	3.19%	233,400.00	-	-	-	233,400.00	-
CIBC BANK USA / PRIVATE BANK - MI	08/25/21	2.69%	234,000.00	-	-	-	234,000.00	-
FIRST NATIONAL BANK	08/25/21	2.78%	233,500.00	-	-	-	233,500.00	-
GREAT MIDWEST BANK	08/25/21	2.68%	120,000.00	-	-	-	120,000.00	-
FIRST CENTRAL BANK MCCOOK	10/30/20	1.81%	236,200.00	-	-	-	-	236,200.00
SECURITY STATE BANK	10/30/20	1.79%	236,600.00	-	-	-	-	236,600.00
GREAT MIDWEST BANK	12/18/20	1.91%	115,000.00	-	-	-	-	115,000.00
CFG BANK	04/01/21	1.74%	243,500.00	-	-	-	-	243,500.00
IOWA VLY IA CMNTY CLG	06/01/21	1.55%	587,258.10	-	-	-	-	587,258.10
OXFORD-C-REF	08/01/21	1.70%	300,516.00	-	-	-	-	300,516.00
FIRST CAPITAL BANK	10/07/21	0.10%	249,400.00	-	-	-	-	249,400.00
T BANK, NA	10/12/21	1.51%	100,000.00	-	-	-	-	100,000.00
Bank OZK	02/28/22	2.65%	230,100.00	-	-	-	-	230,100.00
TULSA CO ISD #3-TXBL	04/01/22	2.58%	693,178.90	-	-	-	-	693,178.90
HONOLULU CITY and CNTY	10/01/22	1.58%	965,371.30	-	-	-	-	965,371.30
HONOLULU-E-TXBL	10/01/22	1.61%	282,931.00	-	-	-	-	282,931.00
TEXAS ST-C-REF-TXBL	10/01/22	1.61%	784,606.90	-	-	-	-	784,606.90

RICHFIELD PUBLIC SCHOOLS

Investment Holdings as of
October 28, 2020

Description	Matures	Rate	Cost	General Operating	Agency (Scholarships)	2018A Bond	2018B Bond	OPEB Bond
HAWAII-FA-TXBL	10/01/23	1.62%	882,359.50	-	-	-	-	882,359.50
Total Investments Held			45,950,001.96	17,439,441.26	160,000.00	16,622,639.00	5,820,900.00	5,907,021.70

Agenda Item IV.B

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, November 2, 2020

Subject: PERSONNEL ITEMS
(Recommended by Superintendent)

That the Board of Education approve the following personnel items:

Certified Full Time Positions for Employment – 1st Year Probation
Carolyn Kemnitz – Reading – RSTEM

Certified Full Time Position for Employment – 3rd Year Probation
Renee Sorgenfrie – Literacy Coach – District Wide
Daniel Bergthold – Elementary Teacher – Sheridan Hills
Betsey Matas – Literacy Specialist – District Wide

Certified Full Time Position for Employment – Tier 1 Contract
Christi Jo Mace – CTE Teacher - RHS

Certified Full Time Request for Leave of Absence
Erin Walding-Heitman – Grade 3 - RSTEM

Classified Part Time Position For Employment – Paraprofessional
Ashley Acevedo – 40 hr/wk -Technology Paraprofessional – District Office

Classified Part Time Retirement - Paraprofessional
William Aberg – 31 hr/wk -Special Education Paraprofessional – Sheridan Hills

OLD BUSINESS – FOR REVIEW

Agenda Item V.A.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, November 2, 2020

Subject: Academic Standards and Instructional Curriculum

(Recommended by the Superintendent)

Second read of the policy. Recommended edits include changes to statute regarding literacy screening, explicit reference to Policy 106 in regards to sexuality education curriculum, addition of a statement on the purpose of grading, and changes to practices of calculating GPA and class rank.

Attachments:

Policy 601: Academic Standards and Instructional Curriculum – redlined
MSBA Model Policy: District Curriculum and Instruction Goals

RICHFIELD PUBLIC SCHOOLS

ACADEMIC STANDARDS AND INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota ~~Academic Graduation~~ Standards, the federal requirements, and to establish a uniform grading approach.

II. GENERAL STATEMENT OF POLICY

The district is committed to providing a comprehensive educational experience for students that is defined by academic standards and implemented through an aligned instructional curriculum for kindergarten through grade 12. The school district will deliver the standards and curriculum at identified grade levels through classes and/or courses.

III. DEFINITIONS

- A. "Instruction" means methods of providing learning experiences to enable students to meet academic standards.
- B. "Curriculum" means district adopted written plans for providing students learning experiences that lead to knowledge and skills.
- C. "Academic standards" describe the concepts, processes and skills students will learn and the level to which they must be mastered.

IV. STUDENT PERFORMANCE GOALS

- A. Academic standards will require that all students demonstrate knowledge and skills needed to succeed in a changing global environment. These skills include:
 - 1. Reading, writing, speaking, listening and viewing in the English language.
 - 2. Mathematical and scientific concepts and processes.
 - 3. Locating, organizing, communicating and evaluating information and developing methods of inquiry.
 - 4. Creative and critical thinking, decision making and study skills.
 - 5. Work readiness and independent learning skills.
 - 6. Historical, economic, geographic and cultural understandings.
- B. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - 1. Live as a responsible, productive citizen within local, state, national and global political, social, and economic systems.

2. Bring many perspectives, including historical and scientific, to contemporary issues.
 3. Know and understand democratic institutions.
 4. Communicate and relate effectively with ~~Races and cultures other than the students own people of all racial and cultural backgrounds.~~
 5. Practice stewardship of the land, natural resources and the environment.
 6. Use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase productivity.
- C. Students will have opportunities to apply creativity and self-expression through visual and verbal images, music, literature, world languages, movement and the performing arts.
- D. School practices and instruction will be directed toward developing within each student self knowledge and a sense of personal responsibility for:
1. Establishing and achieving personal and career goals.
 2. Adapting to change.
 3. Leading a healthy and fulfilling life.
 4. Civic behavior and citizenship.
 5. Becoming a self-directed learner.
- E. Students will be given the opportunity to acquire interpersonal skills necessary to:
1. Interact respectfully and purposefully with consideration for diversity and interdependence.
 2. Address human problems through team effort.
 3. Resolve conflicts with and among others.
 4. Function constructively within social units.
 5. Promote a society that is sensitive to issues of Race, culture, gender and, ability and all characteristics that contribute to the uniqueness of each individual sensitive society.
- ~~5. F. School practices and instruction will be directed toward ensuring every child is reading at or above grade level no later than the end of grade 3. Reading instruction will be grounded in evidence-based practices and balanced instruction in phonemic awareness, phonics, fluency, vocabulary development, and comprehension with attention given to continuously assessing, evaluating, and communicating students' reading progress and needs. A local literacy plan that includes the process for identifying students not reading at grade level and providing appropriate interventions will be created on an annual basis.~~

V. ACADEMIC STANDARDS AND INSTRUCTIONAL CURRICULUM

- A. The ~~director of teaching and learning~~ Assistant Superintendent shall be responsible for the implementation of the district's academic standards and instructional curriculum.

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B. The district shall have defined academic standards and a comprehensive instructional curriculum for the following content areas:

- Science
- Reading and language arts
- Social studies
- Math
- Physical education
- ~~B~~Health/business education
- Science/technology/engineering
- Media literacy
- World languages
- Family and consumer sciences
- Visual and performing arts
- Health, including a comprehensive sexuality education curriculum as outlined in Policy 106 (Students and Employees with Communicable and Infectious Diseases).

C. Each curricular content area will have a guide that includes:

- Mission
- Grade-appropriate standards
- Curriculum materials
- Assessment
- Differentiation models
- Media

D. Each curricular content area will be reviewed and revised on a cyclical basis as per Policy 612 (Curriculum Decision Making for Continuous Improvement).

E. The academic standards and instructional curriculum shall align with those established by the Minnesota Department of Education or by local adoption as provided in statute.

F. The elementary schools shall offer the following:

- Visual and performing arts
- Integrated language arts
- Math
- Physical education
- Science/technology/engineering
- Health, including education on infectious diseases
- Social studies

G. The middle school shall offer the following:

- Visual and performing arts
- Integrated language arts
- Math

- Music
- Physical education
- Science/technology/engineering
- Health, including education on infectious diseases
- Social studies
- World language
- Technology education

H. The high school will require the following semester credits for graduation:

- 8 credits of English
- 6 credits of mathematics (This requirement includes Intermediate Algebra, Geometry and Advanced Algebra or higher)
- 6 credits of science (~~Biology is a mandatory requirement. Students must take either Chemistry or Physics. The third requirement can be addressed with either Chemistry or Physics or other science courses available. This requirement includes physical science, life science and earth and space science~~)
- 8 credits of social studies (This requirement includes Civics Seminar, Geography, World History, U.S. History and Economics/ Government.)
- 2 credits in the fine arts
- 2 credits of Physical Education
- 1 credit of Health
- ~~10-16~~ elective course credits

I. The school board shall review and affirm all academic standards and instructional curriculum revisions.

J. The district shall provide professional development opportunities to advance staff members' knowledge, skills and abilities in effectively delivering the standards and curriculum through instruction.

VI. GRADING

A. Richfield Public Schools understands grades to serve the sole purpose of communicating what students have learned or are capable of doing as a result of their learning. To that end, grades at RPS should be absent of subjective, non-academic factors such as behavior, homework completion, participation, attendance, persistence, effort, stereotypes, etc., that may inflate or deflate students' grades and distort the message about their learning. Rather, our aim is to work towards a more just and objective end where all students receive grades based on a clear set of academic standards and performance expectations that ultimately communicate what they have learned and can do.

~~K-B.~~ Both RMS and RHS will use the following grading-system to determining determine a grade's value for GPA:

A+ = 4.333
A/A+ = 4.000
A- = 3.667

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B+ = 3.333
B = 3.000
B- = 2.667
C+ = 2.333
C = 2.000
C- = 1.667
D+ = 1.333
D = 1.000
D- = 0.667
F = 0.000

~~L. C. RMS does not do class rank nor calculate GPA. It does assign grades. RHS does not assign class rank, but does calculate GPA. RHS does not use a weighted system for GPA; grades are simply averaged. RHS calculates GPA by multiplying the value of the grade above by the following weighting system:~~

~~AP, CIS and PSEO = 1.2
Honors = 1.1
All other classes = 1.0~~

~~M. RHS assigns class rank from highest to lowest according to accumulative GPA as defined in item "L."~~

~~D. RMS does not assign class rank nor calculate GPA.~~

Legal References:

Minn. Stat 120B.02 (Educational Expectations for Minnesota Students)
~~Minn. Stat 120B.024 (Graduation Requirements)~~
Minn. Stat 120B.11 (School District Process)
~~Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)~~
~~Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)~~
~~Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)~~
~~Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)~~
~~Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)~~
~~Minn. Stat. § 123B.147, Subd. 3 (Principals)~~
~~Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)~~
~~20 U.S.C. § 5801, et seq. (National Education Goals 2000)~~
~~20 U.S. c. 6301, et seq. (Every Student Succeeds ActNo Child Left Behind Act)~~

Cross References:

Board Policy 101 (Strategic Plan)
~~Board Policy 106 (Students and Employees with Communicable and Infectious Diseases)~~
Board Policy 521 (Graduation Requirements)
Board Policy 612 (Curriculum Decision Making for Continuous Improvement)

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1
2 ~~ADOPTED-RATIFIED~~ BY THE BOARD OF EDUCATION: March 21, 2005
3 ~~AMENDED-REVISED~~ BY THE BOARD OF EDUCATION: February 7, 2011, August
4 15, 2011, June 17, 2014, November 16, 2020
5
6

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 2020

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
- [Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]***
2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

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

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

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

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

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

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

- a. reading, writing, speaking, listening, and viewing in the English language;
- b. mathematical and scientific concepts;
- c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

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

necessary to:

- a. appreciate, understand, and accept human diversity and interdependence;
- b. address human problems through team effort;
- c. resolve conflicts with and among others;
- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

[Note: School district and site goals example courtesy of the Winona School District.]

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

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

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive

assessment and annually report summary assessment results to the Commissioner of Education by July 1.

4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph
 - a. the report must include:
 - i. a summary of the district's efforts to screen for dyslexia;
 - ii. the number of students screened for that reporting year; and
 - iii. the number of students demonstrating characteristics of dyslexia for that year.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be

removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, November 2, 2020

Subject: Legal Status of the School Board

(Recommended by the Superintendent)

Second read of the policy. A review of the requested surrounding districts' policies and practices.

Attachments:

Policy 201: Legal Status of the School Board

MSBA Model Policy: Legal Status of the School Board

Administrative Guidelines 715.1: Purchasing

Bloomington Public Schools Policy 721.1: Grants

Edina Public Schools Policy 707: Purchasing

St. Louis Park Public Schools Policy 201: Legal Status of the School Board

Hopkins Public Schools Policy 752: Purchasing

RICHFIELD PUBLIC SCHOOLS

LEGAL STATUS OF THE SCHOOL BOARD

I. Purpose

The care, management and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties and powers of the school board in carrying out its mission.

II. General Statement of Policy

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. Definition

"School board" means the governing body of the school district.

IV. Powers and Duties

- A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe curriculum and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.

1 E. The school board, among other duties, shall oversee the implementation of
2 the following in accordance with applicable law:

- 3
- 4 1. provide by levy of tax, necessary funds for the conduct of schools, the
5 payment of indebtedness, and all proper expenses of the school district;
6
- 7 2. conduct the business of the schools and pay indebtedness and proper
8 expenses;
9
- 10 3. employ and contract with necessary qualified teachers and discharge
11 the same for cause;
12
- 13 4. adopt rules for their organization, government, and instruction; prescribe
14 curriculum and courses of study;
15
- 16 5. provide services to promote the health of its pupils;
17
- 18 6. provide school buildings and erect needed buildings;
19
- 20 7. purchase, sell, and exchange school district property and equipment as
21 deemed necessary by the school board for school purposes;
22
- 23 8. provide for payment of claims against the school district, and prosecute
24 and defend actions by or against the school district, in all proper cases;
25
- 26 9. employ and discharge necessary employees and contract for other
27 services;
28
- 29 10. provide for transportation of pupils to and from school, as governed by
30 statute; and
31
- 32 11. procure insurance against liability of the school district, its officers and
33 employees.
34

35 F. The school board, at its discretion, may oversee the implementation of the
36 following:

- 37
- 38 1. provide library facilities, public evening schools, adult and continuing
39 education programs, summer school programs and intercession classes
40 of flexible school year programs;
41
- 42 2. furnish school lunches for pupils and teachers on such terms as the
43 school board determines;
44
- 45 3. enter into agreements with one or more other independent school
46 districts to provide for agreed upon educational services;
47
- 48 4. lease rooms or buildings for school purposes;
49

5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. authorize co-curricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References: Minn. Stat. §123A.22 (Cooperative Centers)
Minn. Stat. §123B.02 (general powers)
Minn. Stat. §123B.09 (school board powers)
Minn. Stat. §123B.14 (school district officers)
Minn. Stat. §123B.23 (Liability insurance)
Minn. Stat. §123B.49 (Co-curricular and Extracurricular Activities; Insurance)
Minn. Stat. §123B.51 (Schoolhouses and Sites; Access Non-curricular Purposes)
Minn. Stat. §123B.85 (definition) Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References: MSBA Service Manual, Chapter 3, School Board and its Powers
Board Policy 203 - Organization of the Board of Education
Board Policy 208 - Open Meetings and Closed Meetings

Adopted by the Board of Education: November 20, 1995
Reviewed by the Board of Education:
Revised by the Board of Education: August 21, 2000, August 1, 2005,
January 19, 2016

Adopted: _____

MSBA/MASA Model Policy 201

Orig. 1995

Revised: _____

Rev. 2009

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

“School board” means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

- A. The membership of the school board consists of six elected directors, or seven if the school board has submitted the question to the electors and a majority have approved a seven-member school board. The term of office is four years.

[Note: This number may be different for combining or consolidating school boards that are in a transition period.]

- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

- A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with applicable law:
 - 1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
 - 2. conduct the business of the schools and pay indebtedness and proper expenses;
 - 3. employ and contract with necessary qualified teachers and discharge the same for cause;
 - 4. provide services to promote the health of its pupils;
 - 5. provide school buildings and erect needed buildings;
 - 6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
 - 7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
 - 8. employ and discharge necessary employees and contract for other services;
 - 9. provide for transportation of pupils to and from school, as governed by statute; and
 - 10. procure insurance against liability of the school district, its officers, and employees.
- F. The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
2. furnish school lunches for pupils and teachers on such terms as the school board determines;
3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
4. lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. authorize cocurricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References: Minn. Stat. § 123A.22 (Cooperative Centers)
Minn. Stat. § 123B.02 (General Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14 (School District Officers)
Minn. Stat. § 123B.23 (Liability Insurance)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)
Minn. Stat. § 123B.85 (Definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the School Board - Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES - PURCHASING

I. PREFERRED VENDORS

- A. Office and Classroom Supplies – Office and classroom supplies should be ordered from the District approved supplier.
- B. Inventoried Supplies – Paper, copier staples, and miscellaneous supplies should be ordered from Central Services.
- C. Furniture – Furniture purchases should be ordered through the Purchasing Department in accordance with District standards utilizing District approved joint purchasing contracts as applicable.
- D. All Other Purchases – All other purchase should be made with a purchase order, properly approved invoice or district-issued procurement card (according to the *Procurement Card Procedures Manual*). These purchases must be approved by the appropriate individual.

II. SALES TAX

- A. The District is tax-exempt therefore all eligible purchases using district funds shall be made using the district's tax identification number or tax exempt status. The District will not approve or reimburse the payment of Minnesota sales tax.
- B. Exceptions (Taxable Items) including but not limited to:
 - Lodging, parking, transportation, airfare, prepared food not served on a school campus.
 - Purchases made for and with student activity funds are taxable.
- C. Purchases for resale and fundraising are non-taxable.

III. APPROVAL PROCESS

The superintendent delegates purchase authority to building principals and program directors. These individuals are budget holders and are ultimately responsible for ensuring purchases made are allowable and appropriate.

IV. DISTRICT STANDARDS

Purchases, including but not limited to, furniture, technological equipment, and fixtures should meet District approved standards.

V. CONFLICT OF INTEREST

A. Employees, including School Board members, who are in a position to make direct purchases, recommend purchases, services and sources or supply and/or negotiate with suppliers and contractors may not do the following:

- Receive or solicit from such suppliers, sources and/or contractors, directly or indirectly, for him or herself or anyone with whom he or she has family, business or financial ties, anything of economic value as a gift, gratuity, loan, entertainment or favor, including gift certificates, credits or bonus points which can be exchanged for merchandise, frequent flyer miles, etc. This prohibition shall not apply to the gift exceptions specifically enumerated in Minnesota Statute 471.895, subd. 3.
- Use their position to influence district decisions for personal gain;
- Perform any work or service for remuneration for a supplier or contractor except as disclosures of conflict of interest are properly made
- Give preferential treatment to friends, relatives, or current or former district employees, or
- Disclose information about bids or other confidential matters which would compromise the district's ability to obtain the best price.

B. Any district employee, including any School Board member, who knows, or may reasonably be expected to know, that he or she, or his or her spouse, has a material financial interest in any transaction in which the district is or may be concerned, shall disclose such interest to the superintendent and disqualify himself or herself from participating in or influencing that transaction.

C. Code of Conduct

- As representatives of the School District, all employees are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment.
- Employees are expected to be principles in their business interactions and act in good faith with individuals both inside and outside the School District community.
- The Code of Conduct shall govern the performance, behavior and actions of the agency, including Board members, employees, directors, volunteers, or agents who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of

contracts.

- D. No employee, officer, director, or volunteer of the School District shall participate in the selection, award or administration of a bid or contract supported by Federal funds if a conflict of interest is real or apparent to a reasonable person.
- E. Violations of the policy will be deferred to the Human Resources Department and appropriate disciplinary action will be determined by the Human Resources Department.
- F. The District's employees, officers, directors, or volunteers shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of that which is stated in Minnesota Statute 471.895, from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

VI. PROCUREMENT

- A. The function of purchasing is to serve the educational program of the district by providing the necessary supplies, equipment and services. All purchases shall be made competitively, without prejudice and with the intent of seeking the maximum educational value for every dollar expended.
- B. Competitive Contracting
 - The total expense of a purchase or contract must be accurately estimated to determine the correct procurement method. The total expense of a lease contract is the sum of all payments required to satisfy the contract in full.
 - a. Competitive contracting practices must be used for all district expenditures or contracts with an estimated value greater \$25,000. Expenditures or contracts estimated to exceed \$25,000 but not to exceed \$100,000 require two or more written quotations. Expenditures or contracts estimated to exceed \$100,000 require sealed bids, School Board approval, and a formal written contract signed by the Superintendent or designee.
 - b. A state contract (Cooperative Purchasing Venture) or other joint powers contract MAY be used in place of bids or quotes for expenditures of any value. If a contract is estimated to exceed \$25,000, options available through the state's cooperative purchasing venture MUST be considered before purchasing through another source. Other exceptions to the bid and

1 quotation requirements of this regulation may be made if
2 authorized by law (e.g., certain professional services, real
3 estate and commercial insurance).
4

- 5 c. Federal Funds – purchases made using federal resources
6 between \$3,000 to \$24,999, (i.e. “small purchases”) price or
7 rate quotations must be obtained from at least two qualified
8 sources and can be obtained in writing, orally, vendor price list on
9 website, or online search engine (documentation of price must be
10 retained by purchaser).
11

12 C. Non-Competitive Contracting
13

14 Non-competitive contracting is allowed under the following
15 circumstances:
16

- 17 - An item is available only from a single source.
18 - An emergency does not allow a delay.
19 - Competition is determined inadequate after solicitation.
20 - Authorized by a federal agency.
21 - In all instances noted, the School Board will approve all
22 contracts through its normal course of business and in the case
23 of an emergency, at the next regularly scheduled meeting.
24

25 D. Federal Awards Procurement
26

27 In accordance with the Uniform Guidance for Federal Awards, the
28 District has elected to implement the new procedures standards
29 starting July 1, 2017.
30

31 ADOPTED BY THE BOARD OF EDUCATION: November 21, 2016

Adopted: May 10, 1999
School Board Revised: October 23, 2017
School Board Review: January 27, 2020 [Routine Review /No Change to Policy /Policy Number Change
[Formerly Policy 623]

Contact Person: Assistant Superintendent

POLICY 721.1 GRANTS

I. PURPOSE

To ensure that the School Board approves commitments related to grant awards.

II. GENERAL STATEMENT OF POLICY

The School Board shall vote to accept or reject grant awards. To help the School Board make an informed vote, all grant awards must be financially reviewed by the Executive Director of Finance and recommended for acceptance by the Superintendent.

Bloomington, MN

School Board Review:	May 10, 1999
School Board Review:	October 23, 2017
Revised:	January 27, 2020 [Routine Review / Formerly Policy 623]
Contact Person:	Assistant Superintendent

REGULATION 721.1 GRANTS

- I. The proposed outcomes / goals of grant proposals must be aligned with the district mission.
- II. Grant applications must include requests for funds to support the management of the grant if allowed for within the grant application guidelines and appropriate to the proposal.
- III. All grant applications must be reviewed and approved by the Superintendent or designee prior to submission for funding.
- IV. All grants, once awarded, will receive a financial review by the Executive Director of Finance and will be submitted to the School Board for approval.
- V. Grant recipients must designate a responsible person to administer the grant who will regularly communicate with the Assistant Superintendent or designee and the Controller to ensure that the intent, timelines, and financial responsibilities of the grant are met.
- VI. Financial accountability is the responsibility of the grant administrator. Any unspent money will be disbursed per the guidelines of the grants. If overspent, the building / program area will be responsible.
- VII. Accounting practices for grants follow regular district financial practices unless otherwise stated by the grant and approved by the School Board.

Grant Authorization
Bloomington Public Schools

School/Program_____

Grant Title_____

Grant Writer/Contact_____Phone_____

Amount of Grant \$_____ Matching Amount \$_____

Date Grant Begins_____ Date Grant Ends_____

Source(s) of Funds _____
(L = Local, R = Regional, S = State, F = Federal)

Number of Students Participating _____

Number of Staff Participating _____

Number of Parents / Community Participating _____

Description of Project:

_____ Date _____
School / Program Administrator

_____ Date _____
Superintendent or Designee

Noninstructional Operations and Business Services

Purchasing

I. Purpose

This policy defines the process for purchasing supplies, equipment, materials and services that will be used to meet the educational needs of the school district.

II. General Statement of Policy

The school district's purchasing process will meet state statutes, the directives of the Minnesota Department of Education and the district auditor, and business best practices.

III. Requisition and Purchase Order Process

All orders of material value will follow the district's requisition and purchase order process established by the director of business services. In the case of an emergency or urgency of time, the process may be modified with the pre-approval of the director of business services. Payments to vendors will not be approved until the receivable process has been completed for the purchase.

IV. Orders, Quotations, Bids and Request for Proposal (RFP) Requirements

A. All purchases of products, services and equipment must adhere to district guidelines and directives established by the director of business services (see Appendices I and II), including the following:

1. Purchases of less than \$25,000 may be completed through quotations in an open market. The requesting department may issue quotes to at least two vendors, preferably 3 or more where applicable, for purchases funded through Federal Grant funds that exceed \$3,000.
2. Purchases of \$25,000 to \$175,000 require a minimum of two quotes. The quote will be awarded to the lowest, responsible, qualified vendor, taking into consideration the quality of the product and the ability to perform, given the needs of the district.
3. Purchases exceeding \$175,000 will be put to bid with the exception of professional services, book requests under the copyright law, or joint powers agreements.

B. All purchase orders must be signed and dated indicating receipt of merchandise and forwarded to the district office for payment.

- C. All requests for proposals of services will include an explanation of services being sought, criteria for selection, and the application and selection process.
- D. Every three to five years, the district will complete RFPs for management and administrative services (e.g., insurance carriers, waste management, legal counsel).

V. Reimbursement without a Purchase Order

- A. Items purchased locally without a purchase order will require a request for payment or an employee expense report form submitted (see Policy 708 – Expense Reimbursement). Either form must have the original receipt attached and provide the necessary supervisor approval and budget code. The check for a request for payment will be paid directly to the vendor.
- B. An employee that wishes to be reimbursed for a purchase will complete an employee expense report form, meeting the requirements stated above. The employee will not be reimbursed for sales tax incurred because of the district's tax exempt status.

VI. Procurement Card

- A. Procurement cards will be issued to departments upon completion of an application and approval by the business services on a case by case basis. Departments that are issued a procurement card will abide by all articles of the current policy 707 including its appendices.
- B. Departments with procurement cards are required to submit their monthly expense reports accompanied with all receipts and expense allocation among pre-approved account codes without exception. Purchases with missing receipt will be reimbursed by the employee who made the purchase.

Legal References:

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)

Minn. Stat. 471.345 Subd. 3 (Contracts Over \$175,000)

Minn. Stat. 471.345 Subd. 4 (Contracts Exceeding \$25,000 But Not \$175,000)

Minn. Stat. 471.345 Subd. 5 (Contracts \$25,000 Or Less)

Minn. Stat. 471.345 Subd. 15 (Cooperative Purchasing)

Cross Reference:
Policy 708 (Expense Reimbursement)

Policy
adopted: 10/25/10
amended: 3/12/12
Revised: 9/22/14
Revised: 2/27/17
Revised: 1/28/19

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

SOLICITING PRICES THROUGH BIDS AND QUOTATIONS

- I. Expenditures for the purchases of goods and/or services, not exempt from Minn. Stat. § 471.345, will be subject to written quotations or formal bids within these restrictions:

A. Contracts Over \$175,000

If the amount of the contract is estimated to exceed \$175,000, sealed bids will be solicited by public notice in the manner and subject to the requirements of Minn. Stat. § 471.345, Subd. 3.

The director of business services will:

1. Prepare specifications for prospective bidders.
2. Advertise for bids setting forth the goods and/or services to be included, the date and place of the bid opening.
3. Deliver sets of the specifications and form of proposal to all vendors requesting them and, in addition, others who might normally be interested in bidding.
4. Receive and open bids on the date specified.
5. Tabulate all bids. Tabulation will be presented to the school board. It will be provided to bidders upon request.
6. Make a recommendation to the school board on which bid appears to be in the best interest of the school district.
7. Following approving action by the school board, prepare a contract with the successful bidder.
8. Monitor the fulfillment of the contract to ensure compliance with the specifications.
9. Ensure performance guarantees are provided.
 - a. On any order which has been bid, a performance bond is required as follows:
 - (1) 100% on furniture and equipment
 - (2) 100% on construction
 - b. Bid bonds in the amount of 5% are required on all formal bids.

B. Contracts from \$25,000 to \$175,000

If the amount of the contract is estimated to exceed \$25,000 but not to exceed \$175,000 the contract may be made either upon sealed bids or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained will be kept on file for a period of at least one year after receipt thereof, in accordance with Minn. Stat. 471.345 Subd. 4 and Subd. 15.

C. Contracts Less Than \$25,000

If the amount of the contract is estimated to be less than \$25,000, the contract may be made either upon quotation or in the open market, at the discretion of the school board; but, so far as is practicable, the contract will be based on at least two quotations which will be kept on file for a period of at least one year after receipt thereof, in accordance with Minn. Stat. 471.345 Subd. 5.

D. Formal Bidding Procedures

Sealed bids are to be opened in the office of the school board, at the specific time stated in the bid form. Bids on construction contracts and items of unusual nature are to be opened at the school board office at a regular time as stated in the bid form. All bidders will be notified of the opening and invited to be present. Bids or quotations received after the date and time specified will be returned to the bidder unopened.

E. Purchases that are funded through a Federal Grant Funds must comply with the "Edina Public Schools Federal Procurement Manual" effective July 1, 2015.

- II. The school board will have discretion in determining the responsibility of the bidders based on conformity with specifications, terms of delivery, and other conditions imposed in the call for bids or the specification and will award the contract to the lowest responsible bidder, providing the bidder fully meets the specifications.
- III. Changes in the amount or the condition of the bid will not be allowed once the bid has been received by the school board or its agents. Awards will be made only on the specifications advertised or amended prior to the official opening of the bids.

Established: 10/25/10

Revised: 03/12/12

Revised: 09/22/14

Revised: 02/27/17

Appendix II to Policy 707

CONTRACTING AUTHORITY TO PURCHASE

- A. A contract is defined as an agreement entered into for the sale, purchase or license of supplies, materials, services, software, equipment or the rental thereof, or the construction, alteration, repair or maintenance of real or personal property and services. All contracts will comply with applicable bid laws and school board policies. The terms of such contracts, except for capital leases, will not exceed five years with an annual option to renew.
- B. Contracting authority resides solely with the school board.
- C. For contracts in an amount not exceeding a total payment of \$175,000, the school board will delegate to the superintendent the authority to lease, purchase, license and contract for goods and services within the budget as approved by the school board. Splitting of contracts voids the contract and is not permissible. If more than one contract is entered into with a particular vendor on a project, and at some time during the course of the project it appears that the cumulative cost of the contracts will exceed \$175,000, school board action is required for the remaining contracts in connection with said project.
- D. No individual purchase, license, or lease ("contract") for \$175,000 or greater will be made or authorized, except at a regular meeting of the school board or at a special meeting which all members have had notice.
- E. All material modifications to school board-approved contracts require school board action. The administration may request a school board exemption from this policy for any purchase which is exempt from Minn. Stat. § 471.345 (Uniform Municipal Contracting Law).

Established: 10/25/10
Revised: 03/12/12
Revised: 09/22/14
Revised: 02/27/17
Revised: 07/15/19

INDEPENDENT SCHOOL DISTRICT 283

SECTION/FILE 201

DATE OF ADOPTION 11.28.05;
3/10/08; 9/22/14

TITLE Legal Status of the School Board

I. PURPOSE

The care, management and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

“School board” means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

- A. The membership of the school board consists of seven elected directors. The term of office is four years.
- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

- A. The school board has powers and duties specified by statute. The school board’s authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe

- textbooks and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with applicable law:
1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
 2. conduct the business of the schools and pay indebtedness and proper expenses;
 3. make and authorize contracts;
 4. employ and contract with necessary qualified teachers and discharge the same for cause;
 5. manage the schools; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts;
 6. provide services to promote the health of its pupils;
 7. provide school buildings and erect needed buildings;
 8. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
 9. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
 10. employ and discharge necessary employees and contract for other services;
 11. provide for transportation of pupils to and from school, as governed by statute; and
 12. procure insurance against liability of the school district, its officers and employees.
- F. The school board, at its discretion, may perform the following:
1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs and intersession classes of flexible school year programs;
 2. furnish school lunches for pupils and teachers on such terms as the school board determines;
 3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
 4. lease rooms or buildings for school purposes;
 5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
 6. authorize co-curricular and extracurricular activities;
 7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
 8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Minn. Stat. § 123B.02 (general powers)
Minn. Stat. § 123B.09 (school board powers)
Minn. Stat. § 123B.14 (school district officers)
Minn. Stat. § 123B.23 (Liability Insurance)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)
Minn. Stat. § 123B.85 (definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the School Board-Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

**DISTRICT CODE: 752
PURCHASING**

Policy reflects Minnesota statute and aligns with other District 270 policies

All purchases for Independent School District 270 will conform to applicable Minnesota Statutes relating to bidding, contracting, and purchasing.

The requirements of Minnesota Statutes will be extended to require that two or more written quotations be secured where the estimated per unit or accumulated item cost exceeds \$25,000, except as follows:

- a. Purchase of perishable food items, except milk, for school lunches, and instructional courses.
- b. Emergency items where delay could have adverse consequences to the physical plant, the instructional program, or students and other personnel on the premises.

The District will purchase from a successful bidder or quoter those items for which the bid or quote was made, and from no other, provided the bid or quote does not change.

To establish and monitor compliance with applicable laws, policies, generally accepted accounting principles, and sound business practices, the business office shall institute necessary and appropriate forms, procedures, and systems for District-wide application.

The Board will cooperate with the school districts, intermediate units, and governmental groups in joint purchasing for educational purposes. The District will take advantage of cooperative purchasing arrangements whenever such buying appears to be to the benefit of the District.

Adopted: January 22, 1970

Revised: April 25, 1985; May 18, 1995, February 19, 2009, March 5, 2015

Reviewed: March 3, 2016

Regulations begin on next page.

**DISTRICT CODE: 752 - REGULATIONS
PURCHASING**

The following purchasing regulations are designed to provide guidelines for the purchase and disposal of supplies, materials, and equipment. Certain procedures or limitations are necessary in the purchasing process for both legal and administrative reasons. The limitations outlined below are intended as the minimal limitations in an effort to achieve the purchasing goal of the most prudent and efficient use of all District funds. Efforts should be made beyond these limitations to assure that each individual transaction reflects and protects the integrity of Independent School District 270 and the individual.

- A. No purchases are to be made or orders placed without first submitting the proper requisition form and obtaining a purchase order number from the business office. Requisitions are to be originated or signed by the principal except in operating, maintenance, business, and administrative services where department heads may create requisitions.
- B. Purchasing may be done directly without purchase orders in these instances only:
 - 1. Purchase of food for home economic classes.
 - 2. Purchases of non-sealed bid food items for the food service program.
- C. The following additional limitations will be administered by the Business Office and shall govern School District purchasing:
 - 1. Contracts over \$175,000

Formal sealed bids are required by statute for all items or accumulation of items estimated to exceed \$175,000 except those items excluded by law and attorney general's opinion. Impractical items are those that meet one or more of the following criteria:

- a. Availability from only one vendor.
- b. Time delay could cause physical damage to a building.
- c. Time delay could cause adverse effect on the instructional program.
- d. Order required compatibility to existing equipment, furnishings or construction.

If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper or as directed by current statute. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter.

HOPKINS PUBLIC SCHOOLS POLICIES

The purchase shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

In the case of identical high bids from two or more bidders, the School Board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the School board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the Board may readvertise.

All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.

Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until re-solicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public.

2. Contracts from \$25,000 and \$174,999.

For items or accumulation of items estimated between \$25,000 to \$174,999, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two or more written quotations. All quotations obtained shall be kept on file for a period of at least one year after receipt thereof.

3. Contracts less than \$25,000

If the amount of the contract is estimated to be less than \$25,000, the contract may be made either by quotations or in the open market, but if practicable shall be based on at least two quotations which shall be kept on file for at least one year. In cases of reorder, a previous quote will be sufficient to meet the requirements of this Policy, provided the quote is less than six months old.

In cases where annual bids for supplies and equipment have been secured, the vendor whose bid has been accepted shall receive all reorders during the year, provided that the bid price is

HOPKINS PUBLIC SCHOOLS POLICIES

maintained. In cases where the vendor cannot supply at the bid price, the purchase will be treated as a new transaction, with limitations 1-3 applicable.

There will be no telephone quotations except in the case of urgency.

Disposition of Obsolete Equipment

The District may contract to sell supplies, materials, and equipment which is surplus, obsolete or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials or equipment at the highest purchase price in an open and interactive environment. See Policy 802, Disposition of Equipment and Materials.

The superintendent shall be authorized to properly dispose of used books, material, and equipment deemed to have little or no value.

No officer or employee of the District shall sell or procure for sale or possess or control sale to any other officer or employee of the District any property or materials owned by the School District unless the property and materials are not needed for public purposes and are sold to the school district employees after reasonable public notice.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, November 2, 2020

Subject: Students & Employees with Communicable & Infectious Diseases

(Recommended by the Superintendent)

Second read of the policy. Recommended updates include a statement about cooperation with the Minnesota Department of Health, edits to eliminate repetition, and a broadening of language to increase relevance to pandemic circumstances.

Attachments:

Policy 106: Students and Employees with Communicable & Infectious Diseases–
redlined

MSBA Model Policy: Students and Employees with Sexually Transmitted Infections and
Diseases and Certain Other Communicable Diseases and Infectious Conditions

RICHFIELD PUBLIC SCHOOLS
STUDENTS AND EMPLOYEES WITH
COMMUNICABLE AND INFECTIOUS DISEASES

I. PURPOSE

~~Students and staff of the school district shall be able to attend or work in the district in an environment where exposure to communicable or infectious disease is controlled. Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, examples include, but are not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis. This~~ requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Cooperation with Minnesota Department of Health

It is the policy of the school district to strive to follow all guidelines from the Minnesota Department of Health (MDH). Close collaboration with MDH is particularly critical in times of local, regional, or worldwide disease outbreak. These circumstances may warrant more specific measures than are outlined in this policy for the purposes of preventing, controlling, and tracking instances of infection.

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AB. Students

It is the policy of the school board that students with communicable diseases not be excluded from attending school in their regular classroom so long as their health permits and their attendance does not create a significant risk of transmission of illness to students, employees or others in the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district ~~in its IEP and Section 504 team process, if applicable, and~~ in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

BC. Employees

It is the policy of the school board that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a risk of the transmission of disease to students and employees or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

CD. Special Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (~~what is the~~ potential harm to third parties), ~~and~~ the probability ~~yes~~ the disease will be transmitted (level of risk), and mitigation measures (factors designed to reduce risk) ~~will cause varying degrees of harm.~~ ~~When a student is disabled, such a determination will be made in consultation with the educational planning team.~~

Commented [MC1]: Addressed above in section II, bullet A

2. ~~The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Public Health, the physician health care provider of the student or employee, and the parent(s)/guardian(s) of the student.~~

Commented [MC2]: Recommend that this be removed, it is covered in #1 above and in D.

DE. Students with Special Circumstances and Conditions

The Superintendent or designee, ~~along in consultation~~ with the district's licensed school nurse, the infected individual's physician health care provider, the infected individual or parent(s)/guardian(s), and others, if

appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement. ~~Periodic reevaluation as deemed necessary by the student's health care provider, the student's parent(s)/guardian(s), public health, and school team members will occur and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.~~

EF. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

FG. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

GH. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

HI. Reporting

If a medical condition of student or staff ~~poses a risk to threatens~~ public health, it must be reported to the Minnesota Department of Health Commissioner of Health.

IJ. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of infectious disease spread in addition to sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:

1. planning materials, guidelines, and other technically accurate and updated information that supports the reduction of risk and methods for reducing the likelihood of infection from disease; ~~provided through the special services department~~
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents
5. involvement of parents and other community members;
6. in-service training for district staff ~~and school board members;~~
7. collaboration with local community health services, agencies and organizations and state agencies and organizations having an sexually transmitted infection and disease prevention or ~~er sexually transmitted infection and disease~~ risk reduction program;
8. ~~collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and~~
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

JK. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with

current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: 20 U.S.C. 1401 et seq. (IDEA) (Individuals with Disabilities Education Act)
29 U.S.C. 794 et seq. (504 of Rehabilitation Act of 1973)
42 U.S.C. 12101 et seq. (Americans with Disabilities Act) *Kohl by Kohl v. Woodhaven Learning Center*, 865 F.2d 930 (8th Cir.), cert. denied, 493 U.S. 892, 110 S.Ct. 239 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, 107 S.Ct. 1123 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990
Minn. Stat. § 121A.23 (Health-Related Programs)
Minn. Stat. § 144.441-442 (Tuberculosis)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2004)

Cross References: Board Policy 504 – Education of Homeless Children
Board Policy 581 – Protection and Privacy of Pupil Record
Administrative Guideline 581.1 – Access to Pupil Records by School Volunteers
Administrative Guideline 581.2 – Release of Student Records
Administrative Guideline 782 – Environmental Health and Safety Standards
MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

ADOPTED BY THE BOARD OF EDUCATION: May 19, 1996
REVIEWED BY THE BOARD OF EDUCATION: February 21, 2017
REVISED BY THE BOARD OF EDUCATION: December 15, 1997; March 21, 2005, March 6, 2017; [November 16, 2020](#)

Adopted: _____

MSBA/MASA Model Policy 420

Orig. 1995

Revised: _____

Rev. 2015

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the

school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school (title), along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration

any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually

transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;

8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 (Health-Related Programs)
Minn. Stat. § 144.441-442 (Tuberculosis)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Occupational Exposure to Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, 107 S.Ct. 1123 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

OLD BUSINESS – FOR ACTION

Agenda Item V.D.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 19, 2020

Subject: School District System Accountability

(Recommended by the Superintendent)

Passage upon a final read. This new policy has been previously reviewed at three board meetings and then tabled. It was not reviewed at the most recent meeting, but is now presented for final review.

Attachments

Policy 602 – School District System Accountability – redlined
MSBA Model School District System Accountability Policy

RICHFIELD PUBLIC SCHOOLS

SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law ~~will require~~ a ~~new~~ consistent level of accountability for the school district. ~~Accordingly, the school district will~~ has established a system to ~~transition to~~ adhere to the ~~graduation requirements of the~~ Minnesota Academic Standards to ensure that each individual will learn, grow and excel and to uphold the level of academic content required to qualify courses for state course credit requirements for graduation. The school district ~~also will establish~~ maintain a system to review and improve instruction, curriculum, and assessment which ~~will include~~ substantial input by students, parents or guardians, and local community members. The school district ~~will be~~ is accountable to the public and the state through annual reporting. The school board shall receive public input and comment and shall review this policy at least annually.

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

C. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. The goals of Richfield Public Schools will be clearly articulated in the Strategic Plan (Policy 101: Strategic Planning). Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually by the school board.

2. Advisory Committees will be established by the ~~Board superintendent~~ to ensure active community participation in all phases of ~~planning and improving the instruction and curriculum affecting state and district academic standards~~, development, implementation, and assessment of school district goals. ~~Advisory Committees will also provide review and oversight of the specific tactics employed in support of strategic goals. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.~~

~~3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process.~~ The school district's goal setting process will include consideration of individual school site goals as well as goals of departments within school sites. However, all operational units within the school district should have strategic goals that clearly and intentionally align with district-wide goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

4. The superintendent or designee shall communicate progress measurements and participation to the school board throughout this process.

~~B. System for Reviewing All Implementation of Standards Through~~ Instruction and Curriculum

1. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5. This process is described in full in Policy 610 Selection and Reevaluation of Instructional Resources and Guideline 610.1 along with Policy 612 Curriculum Development and Guideline 612.1 and Policy 601 Academic Standards and Instructional Curriculum.

2. The superintendent or designee shall communicate progress measurements and participation to the school board throughout this process.

C. Implementation of Graduation Requirements

~~4-~~The Advisory Committees shall also advise the superintendent on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committees shall be published to the community. ~~The school board shall receive public input and comment and shall review this policy at least annually. This process is~~Graduation Requirements are described in full in Policy ~~620-521 Credit for Learning and accompanying guideline 620.1.~~Graduation Requirements and accompanying guidelines 521.1 and 521.2.

D. Evaluation of Student Achievement

21. The superintendent shall annually review and determine if student achievement levels at each school site meet federal expectations. If the superintendent determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the superintendent or designee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. This process shall include parental input and collaboration with Advisory Committees. The superintendent or designee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

32. The educational assessment system component utilized by the superintendent to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The superintendent will utilize models developed by the Commissioner for measuring individual student progress. The superintendent must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

43. The superintendent or designee shall communicate progress measurements and participation to the school board throughout this process.

~~DE. Comprehensive Continuous Improvement of Student Achievement Scope and Authority of Advisory Committees~~

1. Advisory Committees will meet multiple times yearly to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. Advisory Committees will continue to provide active community participation and ongoing input and feedback in a variety of areas including:

a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;

b. Identifying annual instruction and curriculum improvement goals for recommendation to the superintendent;

c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;

d. Advising the superintendent about development of the annual budget.

3. Advisory Committees shall meet the following criteria:

a. Advisory Committees shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.

b. Advisory Committees shall make recommendations to the superintendent on school district-wide standards, assessments, and program evaluation.

c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by Advisory Committees in the instruction and curriculum review process.

4. Advisory Committees shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, Advisory Committees shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Advisory committees shall also deliberately be comprised to represent diverse perspectives and viewpoints. Possible advisory composition could include:

- a. Leadership (school board member, district representative, building administrator)
- b. Students
- c. Staff (Representation from different bargaining groups)
- d. Parents (Representation from different school buildings)
- e. Community Members (without school age children)
- f. Local Business Representatives (representing diverse areas of expertise)
- g. Others as appropriate

5. Translation services should be provided to the extent appropriate and practicable.

6. Advisory Committees shall meet according to a published calendar of scheduled gatherings. Schedules shall ideally be published on the district website in the yearly calendar and communicated directly to all families via electronic or written communication methods. Notes and documentation shall be maintained by advisory committees and routinely published on the district website.

7. Advisory Committees may include but not be limited to the following list. The descriptions of the advisory committees are included for illustrative purposes and are not intended to be permanent directives.

a. Athletics & Activities: This committee reviews and works collaboratively toward providing students, families and the Richfield community with great opportunities for learning and participation beyond the classroom. The committee works with the District, booster clubs, coaches and others to cooperate and coordinate together.

b. Community Education: This committee advises the staff and board on matters of planning, growth, development and evaluation of Community Education. The committee addresses programs and services for early learning, youth, teens, adults and families.

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- c. Curriculum: The purpose of this committee is to advise and support the District in their implementation of the curriculum. The committee shares instructional practices, assessment results and district plans to engage in feedback and conversation.
- d. Finance: The purpose of this committee is to provide advice and counsel to the superintendent in areas of budget and finance-related planning. The reoccurring task each year is to help prepare and review the next year's fiscal plan, which is the basis for budget development and staffing.
- e. Fundraising: This committee creates guidelines and processes for any group associated with Richfield Public Schools that does any fundraising or asking for donations, such as booster groups, PTOs, clubs, student groups, etc.
- f. Indian Education: This committee serves in an advisory role for the American Indian Education program and helps plan and organize family events for the community.
- g. Special Education: This committee's purpose is to keep the connection between families and the special education department. Meetings include updates on current special education topics and how the information relates to services for students.
- h. Strategic Planning: This committee provides the opportunity for students, families, and residents to provide input for the strategic plan of the District.
- i. Safe & Supportive Schools: The work of this committee is focused around providing a welcoming, healthy, supportive, safe and caring environment. This group works together to develop clear communication, policies and practices around student attendance and behavior expectations.
- j. Student Work Experience: This committee's mission is to advise the Richfield Public School's work-based learning program, empowering students to create plans for their futures and develop skills to excel as members of society.
- k. Technology: This team provides input on technology infrastructure, K-12 digital and media literacy standards, digital learning model, and more.
- l. Wellness: This committee identifies and reviews efforts regarding policies and programs as well as facility and maintenance improvements to ensure a safe workplace and healthy place to learn.

E. Reporting

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the superintendent or designee shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The superintendent must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district will also annually report progress on its Strategic Plan goals through vision cards presented at public school board meetings. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with

~~school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.~~

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References: Minn. Stat. § 120B.018 (Definitions) Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students) Minn. Stat. § 120B.11 (School District Process) Minn. Stat. § 120B.35 (Student Achievement Levels) Minn. Stat. § 120B.36 (School Accountability; Appeals Process) Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination) Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions) Minn. Stat. § 123B.04 (Site Decision Making Agreement) Minn. Stat. § 123B.147, Subd. 3 (Principals) Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts) Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics) Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts) Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science) Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies) Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education) 20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References:

[Policy 101 Strategic Plan](#)

[Policy 521 & Guidelines 521.1 and 521.2 Graduation Requirements](#)

Policy 610 & Guideline 610.1 Selection and Reevaluation of Instructional Resources

Policy 612 & Guideline 612.1 Curriculum Development

Policy 601 Academic Standards and Instructional Curriculum

Policy 620 & Guideline 620.1 Credit for Learning

ADOPTED-RATIFIED BY THE BOARD OF EDUCATION: [11/2/2020](#)

Adopted: _____

MSBA/MASA Model Policy 616

Orig. 1997

Revised: _____

Rev. 2019

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students

attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
2. The Advisory Committee will be established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

[Insert Local Cycle in this space]

C. Implementation of Graduation Requirements

1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Advising the school board about development of the annual

budget.

3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:
 - a. The Director of Curriculum (or similar educational leader)
 - b. Principal
 - c. School Board Member
 - d. Student Representative
 - e. One teacher from each building or instructional level
 - f. Two parents from each building or instructional level
 - g. Two residents without school-aged children, non-representative of local business or industry

- h. Two residents representative of local business or industry
- i. District Assessment Coordinator (if different from “a.” above)

[Note: This Advisory Committee composition is a model only.]

- 5. Translation services should be provided to the extent appropriate and practicable.

- 6. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

- F. Reporting

- 1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the

Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
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Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Insurance of

Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, November 2, 2020

SUBJECT: NON-RESIDENT TUITION RATE FOR 2020-21

(Recommended by the Superintendent)

That the Board of Education approve non-resident student tuition rates for the 2020-21 school year as noted below.

Background Information

(Prepared by Craig Holje and Jim Gilligan)

The preliminary audited 2019-2020 general fund expenditure data was used when calculating the tuition rate for the 2020-21 school year and then increased for inflation. The calculated average cost per student for 2020-21 school year is total general fund expenditures divided by the Adjusted Pupil Units (APU) funded by the district budget and then increased at the secondary level by 20% to reflect the state's pupil unit weighting system.

The average cost per student is converted into the following tuition rates:

2020-21 TUITION PER STUDENT
WADM factor

	<u>Pupil Units</u>	<u>Annual</u>	<u>Daily</u>
K-6	1.000	\$14,427.79	\$ 84.87
Grades 7-12	1.2	\$17,313.34	\$101.25

Board of Education

Independent School District 280

Richfield, Minnesota

Regular Meeting, November 2, 2020

Subject: Bid Authorization – Richfield High School Pavement Rehabilitation

(Recommended by the Superintendent)

That the Board of Education authorize the administration to seek bids for the Richfield High School 2021 Pavement Rehabilitation project.

Background Information

(Prepared by Craig Holje and Dan Kretsinger)

This is an authorization allowing administration to solicit bids for the pavement rehabilitation for Richfield High School. Proposed project work will also include the installation of a roof drain collection system capable of collecting storm water runoff from six (6) existing exterior roof drain downspouts. The roof drain collection system would be connected to the existing onsite storm sewer via new storm sewer improvements.

The project, outlined on the attachment, is paid through our Long Term Facility Maintenance (LTFM) revenue. The proposed LTFM budget for this work is projected at \$880,000, including consultant fees. We prefer to begin the bid process in mid-November to get the best proposals and negotiate a mid-December bid award date. Larson Engineer is our consultant, and will be preparing plans and specification for the project as well as providing project management and quality control services.

Attachments:

Work Scope/Cost Estimate from Larson Engineering

Parking Lot Improvements Traffic Flow Plan



October 20, 2020

Mr. Dan Kretsinger
Richfield Public Schools, ISD280
7001 Harriet Avenue South
Richfield, MN. 55423

Re: Work Scope/Cost Estimate
2021 Pavement Rehabilitation
Richfield High School Pavements
LEMN Project No: 12206007

Dear Mr. Kretsinger:

As requested, we have prepared a description of the project work scope and an estimated construction cost breakdown for each work task. Work scope descriptions and estimated construction costs are as follows:

Work Scope:

Proposed work shall consist of rehabilitating staff and student parking lot surfaces, bus maintenance garage pavements and maintenance building pavements. In addition to proposed pavement rehabilitation improvements, project work shall also include connecting building roof drains to the existing underground storm sewer system, installing new concrete curb and gutter improvements along the east pavement edge, removal and replacement of miscellaneous concrete curb and gutter segments, removal and replacement of miscellaneous concrete sidewalk panels, installation of new storm sewer utilities to collect and convey storm water runoff, and adjusting miscellaneous sewer castings to improve adjustment ring stability.

Proposed pavement rehabilitation work shall consist of reclaiming the existing pavement section to a depth of 7" to 8" and stockpiling reclaimed materials onsite for reuse. Where new pavements connect to existing pavements, the Contractor shall saw-cut existing pavements to create a clean edge. Following reclamation operations the Contractor shall regrade parking lot areas to the grades and elevations indicated in the construction drawings. Final subgrade conditions shall be reviewed and approved by the Geotechnical Consultant prior to the Contractor placing reclaimed base material. If there is not enough reclaimed base material to complete the work, the Contractor shall add new class 5 aggregate base as required to achieve a total base depth of approximately 8 inches. Base aggregate materials shall be test rolled prior to paving. Any soft areas or those showing excessive deflection (greater than 1/2") or rutting shall be corrected prior to paving. Upon receiving authorization from the Geotechnical Representative, the Contractor shall

install 4 inches of bituminous pavement in two (2) lifts, restripe parking stalls to meet city standards, and topsoil/seed disrupted turf areas.

In addition to proposed pavement rehabilitation improvements the contractor shall install new B612 concrete curb and gutter along the east pavement edge near the existing rail road track. In order to collect and convey storm water to the existing system new storm sewer improvements will be implemented in conjunction with new curb improvements.

Proposed project work will also include the installation of a roof drain collection system capable of collecting storm water runoff from six (6) existing exterior roof drain downspouts. The roof drain collection system would be connected to the existing onsite storm sewer via new storm sewer improvements.

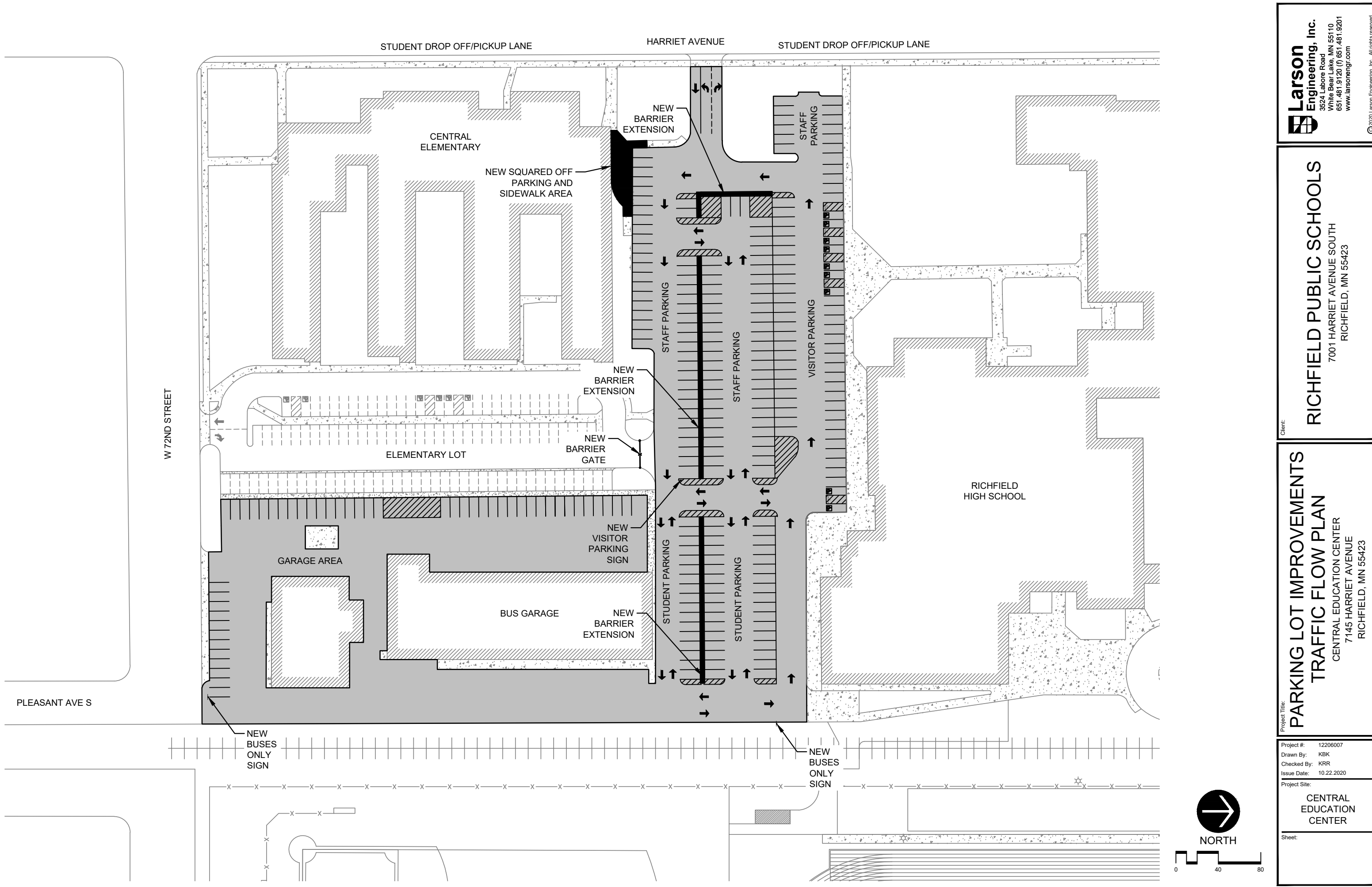
Construction Cost Estimates:


Pavement Rehabilitation	\$650,000 - \$704,000
Remove & Replace Existing Sidewalk (Alt #1)	\$ 30,000 - \$ 33,000
Concrete Island Rehabilitation for Snow Storage (Alt #2)	\$ 35,000 - \$ 38,500
New Roof Drain Collection System (Alt #3)	\$ 61,000 - \$ 67,100
New Concrete Curb & Gutter w/New Storm Sewer (Alt #4)	<u>\$ 34,000 - \$ 37,400</u>
TOTAL	\$810,000 - \$880,000

Sincerely,
Larson Engineering, Inc.



Kirk Roessler, P.E.
Senior Design Engineer





Larson
Engineering, Inc.
3524 Labore Road
White Bear Lake, MN 55110
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www.larsonengr.com

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Client:

RICHFIELD PUBLIC SCHOOLS
7001 HARRIET AVENUE SOUTH
RICHFIELD, MN 55423

Project Title:

**PARKING LOT IMPROVEMENTS
TRAFFIC FLOW PLAN**
CENTRAL EDUCATION CENTER
7145 HARRIET AVENUE
RICHFIELD, MN 55423

Project #:

12206007

Drawn By:

KBK

Checked By:

KRR

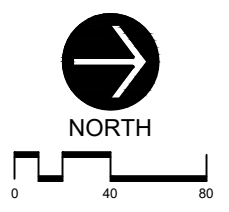
Issue Date:

10.22.2020

Project Site:

**CENTRAL
EDUCATION
CENTER**

Sheet:



Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, November 2, 2020

SUBJECT: Project Authorization- Richfield High School - Partial Roof Replacement Project

It is recommended by the Superintendent that the Board of Education authorize the Business Office to enter into an agreement with Tremco for design and project management work associated with the Richfield High School partial roof replacement.

Background Information

(Prepared by Dan Kretsinger and Craig Holje)

This is an authorization allowing the business office to enter into an agreement with Tremco for the partial roof replacement at Richfield High School for completion during the summer 2021. Projected budget for this project is \$250,000.

The project, outlined on the attachment, is part of our ongoing annual roof replacement plan, paid through our Long Term Facility Maintenance (LTFM) revenue.

A formal request for bids for the project will come to the board later once the design work and formal assessment has been completed.

Attached:

Budget Quote from Tremco Roofing and Building Maintenance

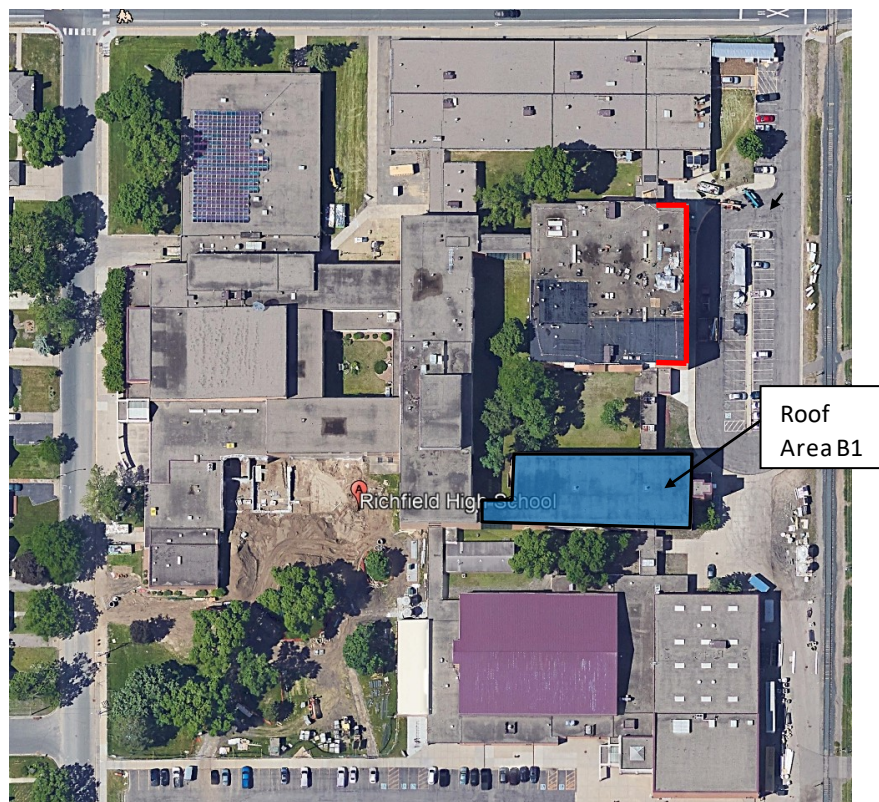
October 27th, 2020

Richfield Public Schools
201 Main St.
P.O. Box 308
Hinckley, MN 55037

RE: Project Budget for the Richfield High School Partial Roof Replacement and Façade Repairs

Mr. Dan Kretsinger,

Thank you for taking the time to review the roof design and budget options we have prepared for the 2021 roof replacement project at Richfield High School.



Roofing Scope of Work:

Roof replacement of Area B1 as indicated above. It was noted during the recent district wide infrared roof scan that this roof area is almost completely saturated with wet insulation.

1. Remove existing built-up roof membrane
2. Remove existing saturated roof insulation down to the roof deck
3. Install new tapered polyisocyanurate insulation to meet an average R-value of R-30
4. Install new ½" wood fiber coverboard; set in hot asphalt
5. Install new high-performance built-up roof assembly with gravel surfacing
6. Provide a 30-Year Full System Manufacturer's Warranty

Budget = \$230,000 - \$250,000

Complete project design, specification and management services are included as part of this budget. Project diagnostics along with a bid schedule will be prepared immediately following approval

Feel free to contact me with any questions.

Sincerely,

Ryan Palmer,
Sr. Field Advisor
Tremco, Inc.
507-402-6783
rpalmer@tremcoinc.com

NEW BUSINESS - FOR ACTION

Agenda Item VI.D.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, November 2, 2020

Subject: Donations

(Recommended by the Superintendent)

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

Richfield High School received a donation of 300 bags of clothing for the Green Team Clothes Drive from Matt Brown of the Richfield High School Science Department.