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*

If you require a reasonable accommodation in order to attend the board meeting or view the livestream, please contact Board Secretary Cassandra Quam at cassandra.quam@rpsmn.org or 612-798-6012 at least 24 hours before the meeting.

Monday, February 3, 2025
7 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

1. Richfield Middle School Presentation
2. Vision Cards Mid-Year Update
3. Superintendent Goals Mid-Year Update

B. Commendations

IV. CONSENT AGENDA

A. Routine Matters

1. Minutes of the Regular Meeting held January 21, 2025
2. General Disbursements as of 1/25/24 in the Amount of $628,656.14
3. Investment Holdings

B. Personnel Items

V. OLD BUSINESS

A. Administrative Guideline 926.3: Language Access Plan

B. Policy 524: Promotion, Retention and Acceleration & Administrative Guideline 524.1

C. Policy 585: Student Surveys & Administrative Guideline 585.1

VI. NEW BUSINESS

A. Bid Authorization for RHS Toilet Room Renovation Project

B. Authorization for Purchase of Passenger Vehicles

C. Resolution Approving Cooperative Sponsorship Agreement for Boys Volleyball

D. Draft Policy 550: Student Cell Phones & Draft Administrative Guideline 550.1

E. Donations

VII. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Suggested/Future Agenda Items

D. Future Meeting Dates

2-18-2025	7 p.m.	Regular Board Meeting – Public Comment
3-3-2025	7 p.m.	Regular Board Meeting

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 II.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Ongoing Data Reference List

Acronyms:

This list will be added to for each board meeting whenever acronyms are presented in following items of the board packet.

ABE:	Adult Basic Education
AC:	All Conference
ACHM:	All Conference Honorable Mention
ADA:	Americans with Disabilities Act
ADM:	Average Daily Membership
A.I.:	American Indian
A.I.:	Artificial Intelligence
AIPAC or IPAC:	American Indian Parent Advisory Committee or Indigenous Parent Advisory Committee
ALC:	Area Learning Center
AMSD:	Association of Metropolitan School Districts
AP:	Advanced Placement
AP:	Assistant Principal
APBP:	Association of Pedestrian and Bicycle Professionals
BGC:	Background Check
BGC:	Boys & Girls Club
BIPOC:	Black, Indigenous, and People of Color
BILT or ILT:	(Building) Instructional Leadership Team
BLT:	Beacons Leadership Team
BOLT:	Building Operational Leadership Team
BPH:	Bloomington Public Health
C&A:	Connect & Assess
CACR:	Comprehensive Achievement and Civic Readiness (previously World's Best Workforce)
CAREI:	Center for Applied Research & Educational Improvement
CASEL:	Collaborative for Academic, Social, and Emotional Learning
CBM:	Curriculum Based Measurement
CCR:	Career & College Readiness

CDC:	Centers for Disease Control
CE:	Community Education
CIS:	College in the Schools
CPR & AED:	Cardiopulmonary Resuscitation & Automated External Defibrillator
DA:	Dream Act
D.O.:	District Office
DSLN:	District Summer Learning Network
EAP:	Employee Assistance Program
ECFE:	Early Childhood Family Education
ECSE:	Early Childhood Special Education
ELA:	English Language Arts
EL or ELL:	English Learner or English Language Learner
ESSA:	Every Student Succeeds Act
ESL:	English as a Second Language
ESY:	Extended School Year
FAFSA:	Free Application for Federal Student Aid
FFVP:	Fresh Fruit and Vegetable Program
F/R or FRP:	Free/Reduced or Free and Reduced Price (usually referring to eligible students)
FTE:	Full-Time Equivalent
FY:	Fiscal Year
GASB:	Governmental Accounting Standards Board
GLOW:	Gay, Lesbian or Whatever (LGBTQ+/allies student group)
GPA:	Grade Point Average
HHM:	Homeless/Highly Mobile
HR:	Human Resources
HSSC:	Hennepin South Services Collaborative
HVAC:	Heating, Ventilation, & Air Conditioning
IEP:	Individualized Education Plan
IHP:	Individual Healthcare Plan
IT:	Instructional Technology
LAN:	Local Area Network
LETRS:	Language Essentials for Teachers of Reading and Spelling
LGBTQ+ or LGBTQIA+:	Lesbian, Gay, Bisexual, Transgender, Queer, and others or Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and others
LOR:	Local Optional Revenue
LTD:	Long Term Disability
LTFM:	Long-Term Facilities Maintenance
MASA:	Minnesota Association of School Administrators
MASMS:	Minnesota Educational Facilities Management Professionals Association
MCA:	Minnesota Comprehensive Assessments
MDE:	Minnesota Department of Education
MDH:	Minnesota Department of Health

MIEA:	Minnesota Indian Education Association
MIRA:	Módulo de información recursos y apoyo (CE partner)
MLL:	Multilingual Learning
MnDOT:	Minnesota Department of Transportation
MNEEP:	Minnesota Education Equity Partnership
MOA:	Memorandum of Agreement
MSBA:	Minnesota School Boards' Association
MSHSL:	Minnesota State High School League
MTSS:	Multi-Tiered Systems of Support
MVP:	Most Valuable Player
NA/I:	Native American/Indigenous
NCTM:	National Council of Teachers of Mathematics
NSBA:	National School Boards' Association
NSPRA:	National School Public Relations Association
NWEA-MAP	Northwest Evaluation Association-Measures of Academic Progress
OPEB:	Other Post-Employment Benefits
OSHA:	Occupational Safety and Health Administration
OW:	Outreach Worker
PAG:	Parent Advisory Group
PD:	Professional Development
PICA:	Parents in Community Action (Head Start organization)
PLC:	Professional Learning Community
PSEO:	Postsecondary Enrollment Options
PTO or PTSO:	Parent-Teacher Organization or Parent-Teacher-Student Organization
POS:	Point of Sale
POY:	Player of the Year
Q Comp:	Alternative Teacher Professional Pay System
RCEP:	Richfield College Experience Program
RDLS:	Richfield Dual Language School
READY:	Residents Encouraging Asset Development in Youth
RFP:	Request for Proposal
RHRC:	Richfield Health Resource Center
RHS:	Richfield High School
RLFA:	Richfield Latino Family Association
RMS:	Richfield Middle School
RPS:	Richfield Public Schools
SAEBRS:	Social, Academic, and Emotional Behavior Risk Screener
SBG:	Standards-Based Grading
SEC:	South Education Center
SEIU:	Service Employees International Union
SEL:	Social-Emotional Learning
SLA:	Spanish Language Arts
SPED:	Special Education
SRTS:	Safe Routes to School

STAR:	Standardized Test for Assessment of Reading
STAT:	Student and Teacher Assistance Team
STEM:	Science, Technology, Engineering, and Math
SWBE:	Schoolwide Behavior Expectations
SY:	School Year
T&L:	Teaching & Learning
TMC:	Tri-Metro Conference
T Plus or T+	Transition Plus
TS GOLD:	Teaching Strategies GOLD® Assessment
UFARS:	Uniform Financial Accounting and Reporting Standards
VEBA:	Voluntary Employees' Beneficiary Association
VPK:	Voluntary Prekindergarten
WBWF:	World's Best Workforce (renamed Comprehensive Achievement and Civic Readiness)
WIN:	What I Need
YTD:	Year-to-Date

RPS Student Demographic Data 2024-2025:

4,117 Students Districtwide

- 3,963 Traditional Count
  - 1,739 Elementary (K-5) Average Class Size = 24.15
  - 813 Middle (6-8) Average Class Size = 24.19
  - 1,272 High (9-12) Average Class Size = 26.02
  - 115 Prekindergarten (16 ECSE VPK)
  - 24 Transition+
- 154 Voluntary Prekindergarten (VPK)

Student Diversity (based on MDE categories)

- BIPOC: 70.73%
  - American Indian or Alaska Native: 1.02%
  - Asian: 3.3%
  - Hispanic: 44.74%
  - Black or African American: 14.04%
  - Native Hawaiian or Other Pacific Islander: 0.07%
  - 2 or More Races: 7.55%
- White: 29.27%

English Learner

- ELL: 24.17%
- Non-ELL: 75.83%

Free/Reduced Eligible

- Eligible: 53%
- Not Eligible: 47%

INFORMATION AND PROPOSALS – NON-ACTION ITEMS **Agenda Item II.B.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Ongoing Board Calendar

Upcoming Events to Attend:

Wednesday, February 5: Winter Walk to School Day
Thursday, February 6: Centennial Grades 4 & 5 Music Program, 1:15 p.m.
Friday, February 7: RDLS Family Night Friendship Dance, 5 p.m.
Friday, February 7: Central Education Center Open House, 5 p.m.
Tuesday, February 11: Incoming 6th Grade Preview & RMS Curriculum Night, 6 p.m.
Tuesday, February 18: Board Meeting, 7 p.m.
Thursday, February 20: Districtwide Choral Festival, 6:30 p.m. @ RHS
Friday, February 28: Sheridan Hills Winter Dance & PTO Silent Auction, 6 p.m.

Monday, March 3: Board Meeting, 7 p.m.
Wednesday, March 12: RMS Fine Arts Night (Jazz Workshop), 7 p.m.

Upcoming Holidays, Heritage Months, and Appreciation Days:

February 3-7: National School Counselor Week
February 17: Presidents Day
February 19: Minnesota Bus Driver Appreciation Day (tentative)
February 24-28: RPS Employee Appreciate Week

March 2-8: School Social Workers Week

INFORMATION AND PROPOSALS – NON-ACTION ITEMS **Agenda Item III.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Superintendent Update

Richfield Middle School Principal Erica Barlow will present. Superintendent Unowsky will share a mid-year update on vision cards and his 2024-2025 goals.

Attachments:
RMS Presentation
Vision Cards Mid-Year Update Presentation
Superintendent Goals Mid-Year Update Presentation

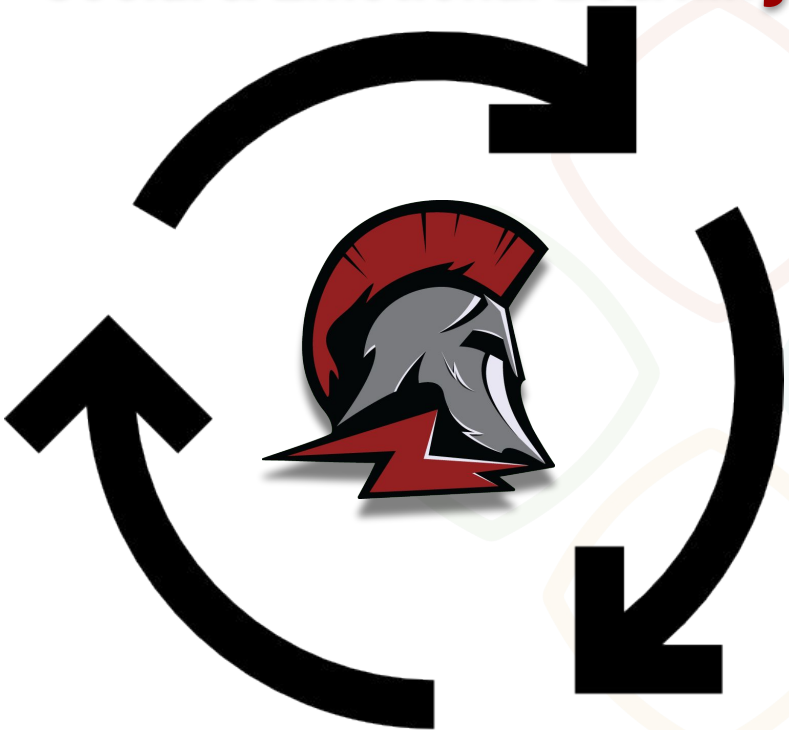

Enriching and accelerating learning
RICHFIELD
PUBLIC SCHOOLS
RICHFIELD
MIDDLE SCHOOL
School Board
Presentation
2-3-2025
Enriqueciendo y acelerando el aprendizaje

Agenda

RICHFIELD PUBLIC SCHOOLS



Social & Emotional Learning





Climate & Culture



Academics

Climate & Culture

School Improvement Goal
Attendance

RICHFIELD PUBLIC SCHOOLS

Reduce student tardiness or partial absences.







Attendance
Checkpoint - Tardy/Partially Absent Data

RICHFIELD PUBLIC SCHOOLS

SY 23/24				
	6th	7th	8th	Totals
Q1	1,801	2,533	2,801	7,135
Q2	2,325	3,285	3,020	8,630
				15,765

SY 24/25				
	6th	7th	8th	Totals
Q1	689	2,209	2,247	5145
Q2	443	1,715	1,818	3976
				9,121

Attendance While at School
Tardy / Partially Absent

RICHFIELD PUBLIC SCHOOLS

	Grade	0	10 or fewer	30 or more
Quarter 1	**6**	40%	94.5%	0 .04%
Quarter 2	**6**	**54.9%**	**96.6%**	**0.85%**
Quarter 1	**7**	34.1%	76.7%	7.4%
Quarter 2	**7**	**46.3%**	**84.1%**	**5.1%**
Quarter 1	**8**	32%	75.2%	7.9%
Quarter 2	**8**	**38.1%**	**85.3%**	**6.8%**

Systems of Support
Attendance

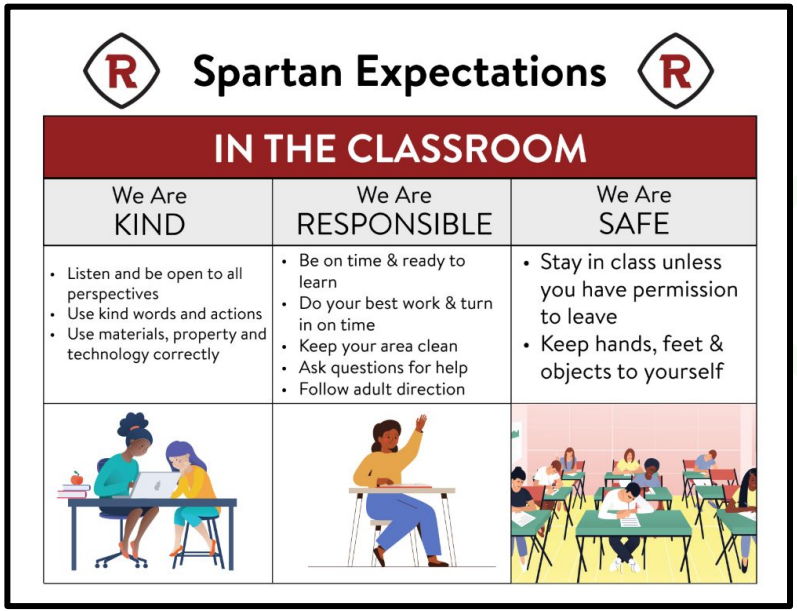
RICHFIELD PUBLIC SCHOOLS

- Attendance incentives
- Weekly data review
- Increased communication with students and caregivers
- Active hallway and common space supervision
- “Back on Track” Intervention
    - Data-driven student reflection and goal-setting

School Improvement Goal
Culture & Climate

RICHFIELD PUBLIC SCHOOLS

Foster a positive environment by increasing expected behaviors.



Spartan Expectations

IN THE CLASSROOM

We Are KIND	We Are RESPONSIBLE	We Are SAFE
• Listen and be open to all perspectives • Use kind words and actions • Use materials, property and technology correctly	• Be on time & ready to learn • Do your best work & turn in on time • Keep your area clean • Ask questions for help • Follow adult direction	• Stay in class unless you have permission to leave • Keep hands, feet & objects to yourself



School Improvement Goal Checkpoint

Culture & Climate

RICHFIELD PUBLIC SCHOOLS

In a survey administered in December 2024, **59.6%** of students at Richfield Middle School **agree or strongly agree** that their **classmates demonstrate expected behavior** (increase from 42% in 2023 survey).



Culture & Climate
Checkpoint

RICHFIELD PUBLIC SCHOOLS

Suspensions SY 23-24

	6th	7th	8th	TOTAL
Q1	7	18	5	30
Q2	5	11	17	33

Suspensions SY 24-25

	6th	7th	8th	TOTAL
Q1	2	5	6	13
Q2	4	4	6	14

Systems of Support
Culture & Climate

RICHFIELD PUBLIC SCHOOLS

- Strategic school wide teaching and review of Spartan Expectations
- Data-driven identification of priority expectations
- Revised bullying and harassment reporting and response procedures

Climate/Culture - Staff

RICHFIELD PUBLIC SCHOOLS

- Continuation of Listening Lunches
- Monthly meetings with building reps.
- BILT/BOLT
- Building Staff leading PD
- Potlucks
- Park Team Meetings
- Underground Spirit Weeks/Days
- Motivational Speaker
- Staff Yoga





Climate/Culture - Student

RICHFIELD PUBLIC SCHOOLS

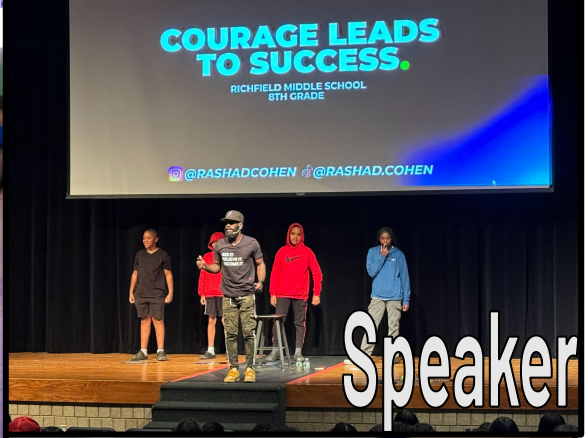
- Safe and Supportive Schools
- Inspirational Speaker
- Field Trips & Park Days
- Leadership Team
- Spirit Weeks
- Student of the month
- Quarterly Award Ceremonies
- Unified classes
- New:
    - Newspaper club
    - Black Box Theatre
    - Girls Strength
    - Origami






Leadership Group


Skateville


COURAGE LEADS TO SUCCESS.
RICHFIELD MIDDLE SCHOOL
8TH GRADE
@RASHADCOHEN @RASHAD.COHEN
Speaker


Spirit Week



Social & Emotional Learning

School Improvement Goal
Social Emotional Learning

RICHFIELD PUBLIC SCHOOLS

Goal: Strengthen students' identity as learners and pride in being a student.



Social Emotional Learning
Checkpoint

RICHFIELD PUBLIC SCHOOLS

In a local survey administered in December 2024, **65.7%** of students at Richfield Middle School **agree or strongly agree** that "**being a student is one of the most important parts of who I am**" (increase from 50% in the 2023 survey).



Social Emotional Learning
Resources

RICHFIELD PUBLIC SCHOOLS



- Social Workers
- School Counselors
- School-Based Mental Health
- Reed Behavioral Health
- Cornerstone
- Check-In Check Out (CICO)
- Guaranteed and Viable Advisory Curriculum
- Restorative Practices
- Back on Track
- Improve Your Tomorrow (IYT)

Systems of Support
Social Emotional Learning

RICHFIELD PUBLIC SCHOOLS

- Quarterly awards
- Student of the Month
- A and A/B honor roll
- Second Step advisory curriculum
- Conscious Discipline School Family

Academics

School Improvement Goal
Mathematics & Reading

RICHFIELD PUBLIC SCHOOLS

Goal: Increase typical or aggressive growth on Fastbridge assessments.



School Improvement Goal
Fastbridge Overview

RICHFIELD PUBLIC SCHOOLS

- Combines curriculum-based measures (CBM) and adaptive tests (CAT) for an effective, evidence-based testing system.
- FastBridge screens all students in Richfield Public Schools **three times** per year.
- Screening data guides instructional practices and interventions to improve student performance in reading and math.

FastBridge Learning

Fastbridge autoReading
Checkpoint Fall-Winter

RICHFIELD PUBLIC SCHOOLS

Overall, 53% of students made typical or aggressive growth.

Tier Reading Classes, 63% of students made typical or aggressive growth.

End of Year Goal: 73%

Fastbridge aMath
Checkpoint Fall-Winter

RICHFIELD PUBLIC SCHOOLS

Overall, 50% of students made typical or aggressive growth

In Tier Math Classes, 55% of students made typical or aggressive growth

End of Year Goal: 60%

RMS Fail Rates
Checkpoint

RICHFIELD PUBLIC SCHOOLS

SY 23/24		
	1 or more	3 or more
Q1	12%	1%
Q2	21%	4%

SY 24/25		
	1 or more	3 or more
Q1	9%	1%
Q2	10%	1%

Systems of Support
Mathematics & Reading

RICHFIELD PUBLIC SCHOOLS

- Student goal-setting conferences
- Interventions in math and English language arts
- Tier classes in math and reading
- Guaranteed and viable curriculum and instruction
- Reading focus across the content areas
- Weekly Advisory Check & Connect

Thank you!

RICHFIELD PUBLIC SCHOOLS

Social & Emotional Learning

Climate & Culture

Academics

Questions

Enriching and accelerating learning

RICHFIELD
PUBLIC SCHOOLS

Vision Cards

Mid-Year Update

February 3, 2025

Enriqueciendo y acelerando el aprendizaje

What is a Vision Card?

RICHFIELD PUBLIC SCHOOLS

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

What Vision Cards are there?

RICHFIELD PUBLIC SCHOOLS

There is one card for each strategic plan strategy:

Vision Card 1 - Academics: Students will receive a challenging, engaging and relevant academic experience in RPS which will prepare them for college, career and life.

Vision Card 2 - Activities: Students will develop life skills, friendships and a sense of belonging through active participation in a variety of extracurricular activities at all grade levels. Activities will be inclusive, providing access, opportunity and a welcoming environment for all students.

Vision Card 3 – Business & Operations: Every person in every role and department will work together seamlessly to further our mission and vision.

Vision Card 4 – Climate & Culture: All students, families, staff and community members will share a sense of ownership, pride and belonging to RPS, where they will be part of a warm, welcoming and respectful environment that celebrates each and every individual.

Vision Card 5 – Communication & Marketing: Our families, staff and community will view RPS as a trusted first source of school-related information and feel well informed through consistent, high-quality digital and print communications.

The Parts of a Vision Card

RICHFIELD PUBLIC SCHOOLS

Each vision card has three pages:

- Page 1: An overview of our current status with each measurement **(progress report)**
- Page 2: A list of **key actions** that have been implemented to work toward attaining the goals
- Page 3: The **rubric** for assessing progress on each measure

The vision cards in their entirety are included in the board packet.

Understanding the Progress Report

RICHFIELD PUBLIC SCHOOLS

- Each progress report will list all the measurements we use to report on each goal, but the measurements that have new, updated data to show progress toward that specific goal will be noted in red.
- Some measures are reported on in the **mid-year update** and some at the end of the school year.
- The baseline is represented by the level 0 in the middle of the progress bar shown below. To show the current progress level, the Richfield logo slides along the progress bar to show forward or backward movement toward the goal.
- Only the new, updated data for the measures noted in red is used to determine progress toward each goal. Measures that are not currently being reported on will be left showing the progress level from the most recent previous vision card progress report.



Rating Scale
Level -2: Intervention
Level -1: High Concern
Level 0: Baseline
Level 1: Progressing
Level 2: Vision

Vision Card Page 1: Progress Report Academics

RICHFIELD PUBLIC SCHOOLS

1. We will address the educational debt owed to marginalized communities to ensure equitable outcomes for all students.

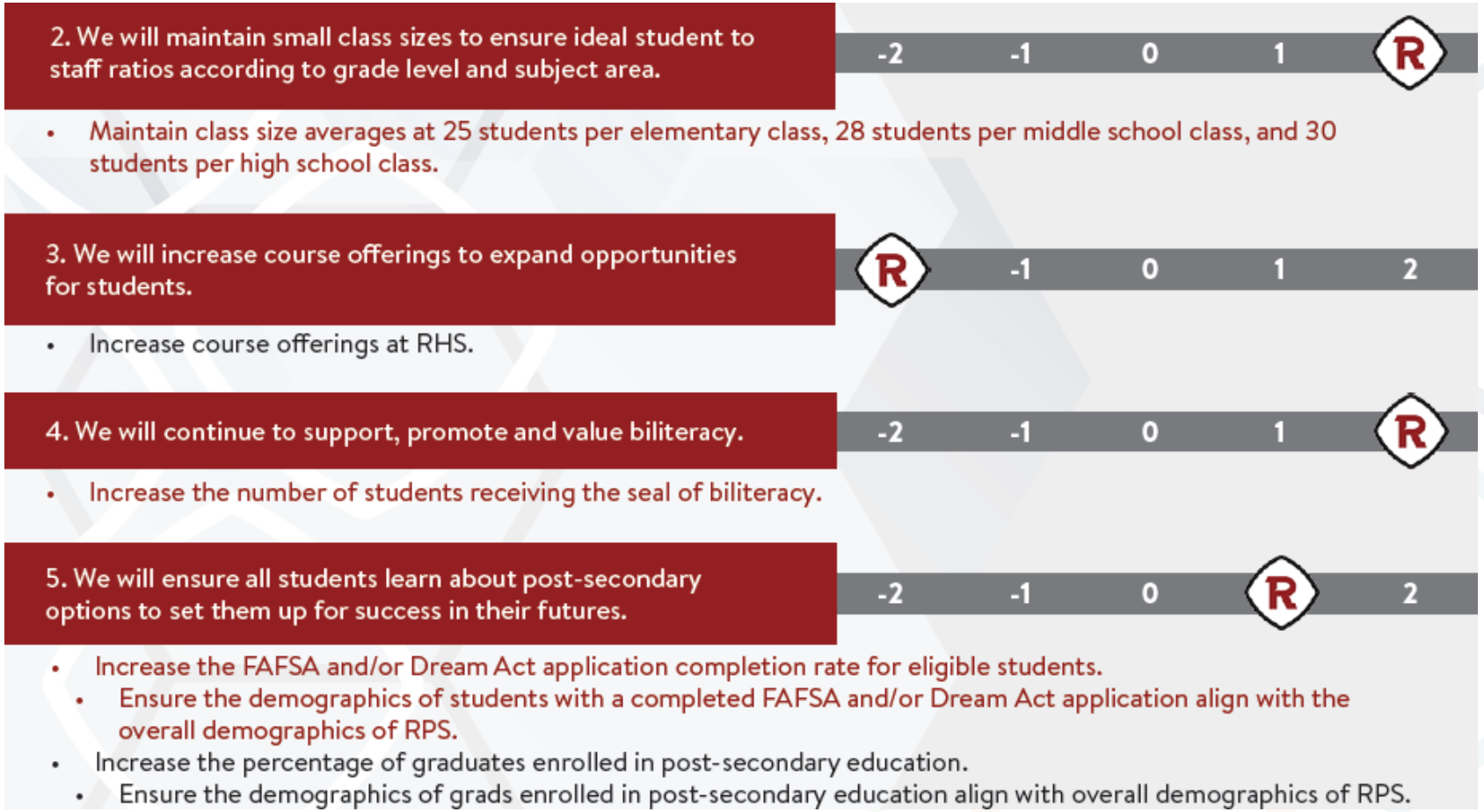
-2 -1 R 1 2

- Increase our districtwide four-year graduation rate.
  - Ensure the demographics of students graduating in four years align with the overall demographics of RPS.
- Increase the districtwide seven-year graduation rate.
  - Ensure the demographics of students graduating in seven years align with the overall demographics of RPS.
- Increase enrollment in college credit-bearing courses.
  - Ensure the demographics of students enrolled in college credit-bearing courses align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the third grade MCA reading test.
  - Ensure the demographics of students scoring proficient on the third grade MCA reading test align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the fifth grade FastBridge CBM Reading Assessment.
  - Ensure the demographics of students scoring proficient on the fifth grade FastBridge CBM Reading Assessment align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the eighth grade MCA math test.
  - Ensure the demographics of students scoring proficient on the eighth grade MCA math test align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the eighth grade FastBridge aReading assessment.
  - Ensure the demographics of students scoring proficient on the eighth grade FastBridge aReading assessment align with the overall demographics of RPS.
- Improve pre-referral intervention systems to prevent unnecessary special education referrals.
  - Ensure the demographics of students referred to special education align with the overall demographics of RPS.

New, updated data for the measures noted in red has been used to determine progress toward the overall goal. Academics Goal #1 is at progress level 1.

Vision Card Page 1: Progress Report Academics, continued.

RICHFIELD PUBLIC SCHOOLS



New, updated data for the measures noted in red has been used to determine progress toward the overall goals. Academics Goals #2 and #4 are both at progress level 2, and Goal #5 is at progress level 1.

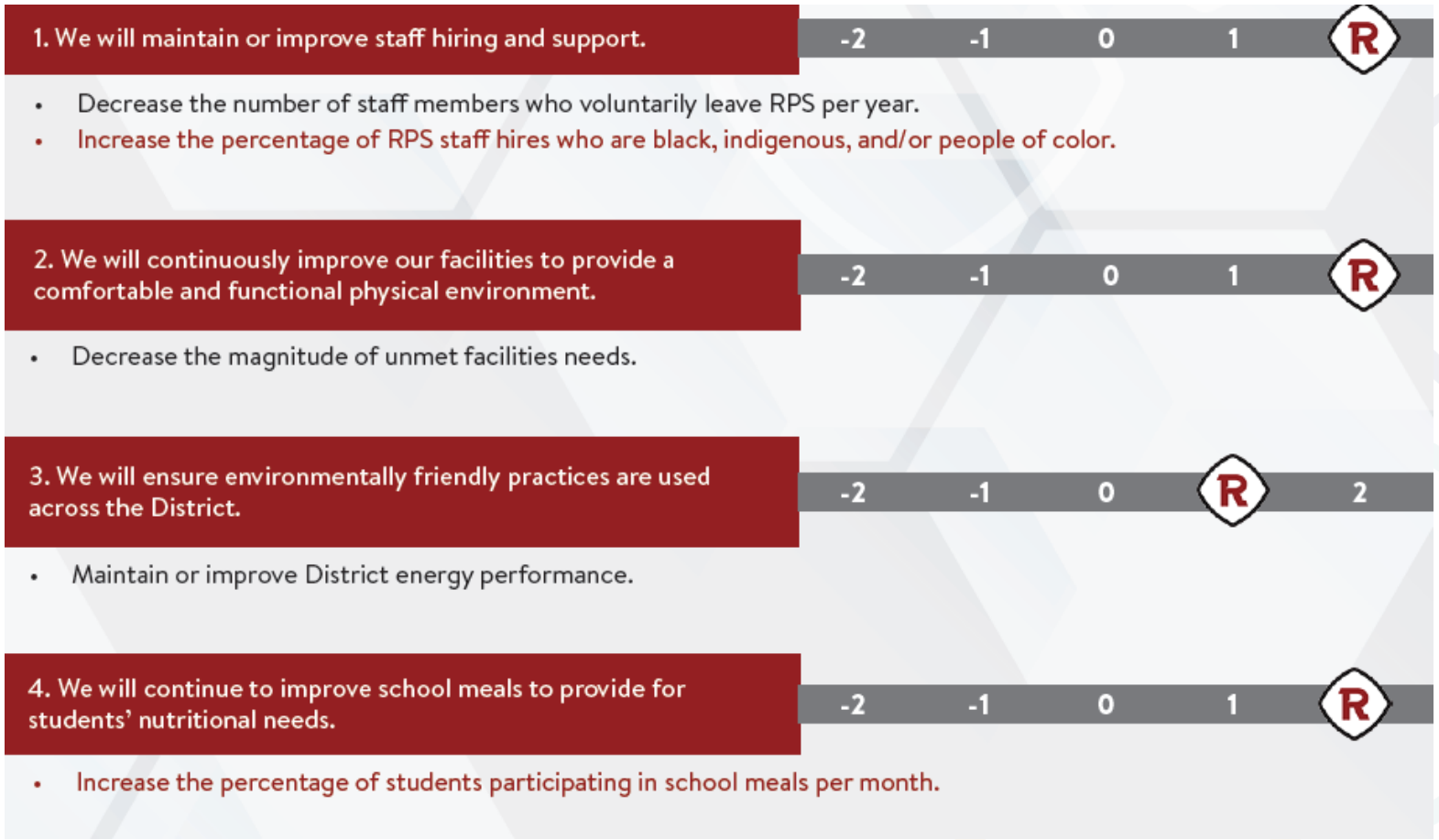
Academics: Details of Progress

RICHFIELD PUBLIC SCHOOLS

- **Goal #1, Enrollment in College-Credit Bearing Courses** (Rubric Measure #5 & #6): Between baseline Semester 2 of 20-21 and Semester 1 of 24-25, we decreased the number of students enrolled in college-credit bearing courses from 702 (62% of RHS students) to 639 (53% of RHS students). Additionally, the gap for BIPOC students increased from 5% to 10%. This data is more similar to Semester 1 of 23-24, when we had 659 students enrolled and a gap of 7%.
- **Goal #1, Proficiency on 5th Grade FastBridge CBM Reading Assessment** (Rubric Measure #9 & #10): The percentage of 5th grade participants who scored proficient increased from 47% in the baseline winter of 2023-2024 to 50% in the winter of 2024-2025. The gap for BIPOC students decreased from 16% to 11%.
- **Goal #1, Proficiency on 8th Grade FastBridge aReading Assessment** (Rubric Measure #13 & #14): The percentage of 8th grade participants who scored proficient increased from 39% in the baseline winter of 2023-2024 to 44% in the winter of 2024-2025. The gap for BIPOC students remained similar at 24%.
- **Goal #2, Maintenance of Class Size Averages** (Rubric Measure #17): Our class size averages are currently below the goal level with averages of 24 students at elementary, 24 students at middle, and 26 students at high.
- **Goal #4, Students Receiving the Seal of Biliteracy** (Rubric Measure #19): 70 students from the Class of 2024 received a seal of biliteracy, an increase from 35 students in the baseline Class of 2020.
- **Goal #5, Students Completing FAFSA and/or Dream Act** (Rubric Measure #20 & #21): 58.8% of eligible seniors in the Class of 2024 completed the FAFSA and/or Dream Act application, an increase from 53.9% of the baseline Class of 2021. The gap for BIPOC students decreased from 7% in the baseline year to 4% for the Class of 2024.
- Progress for the other measures will be included in the end-of-year update.

Vision Card Page 1: Progress Report
Business & Operations

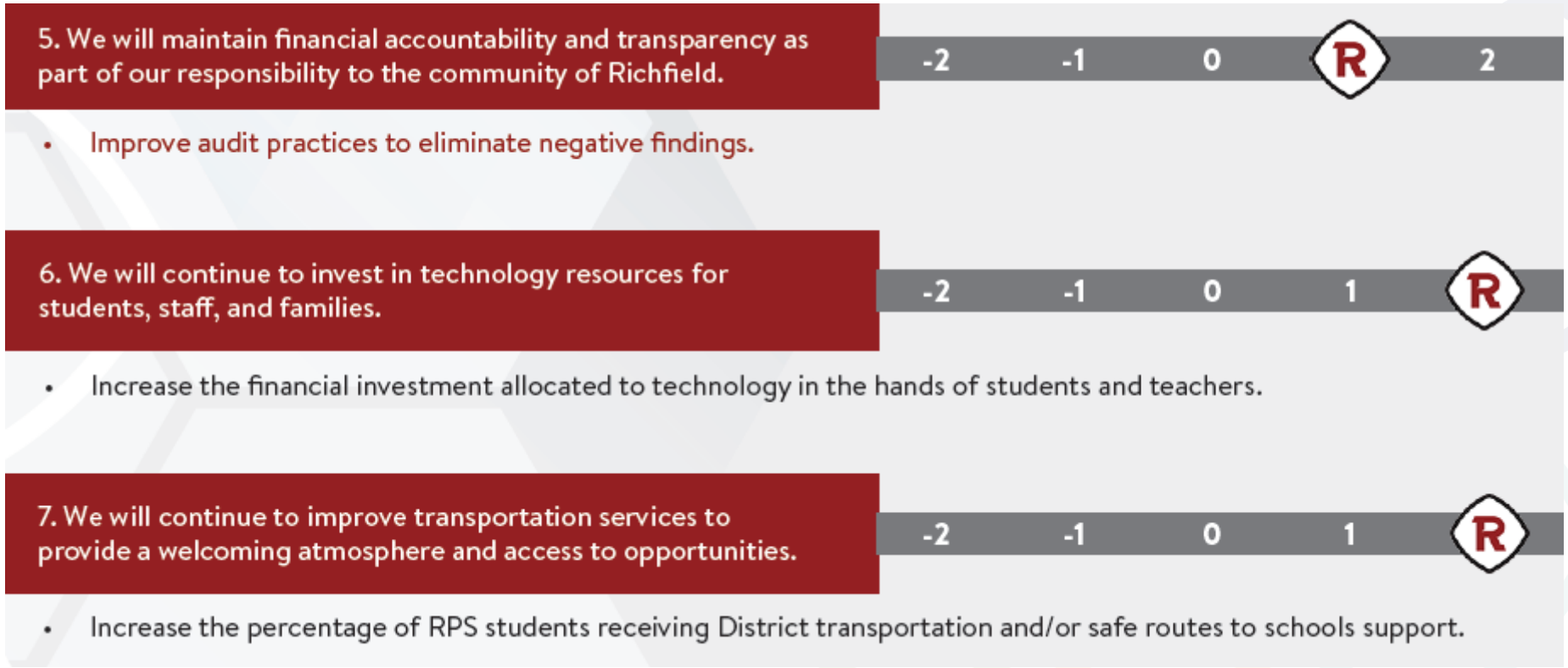
RICHFIELD PUBLIC SCHOOLS



New, updated data for the measures noted in red has been used to determine progress toward the overall goals. Business & Operations Goals #1 and #4 are both at progress level 2.

Vision Card Page 1: Progress Report
Business & Operations, continued.

RICHFIELD PUBLIC SCHOOLS



New, updated data for the measure noted in red has been used to determine progress toward the overall goal. Business & Operations Goal #5 is at progress level 1.

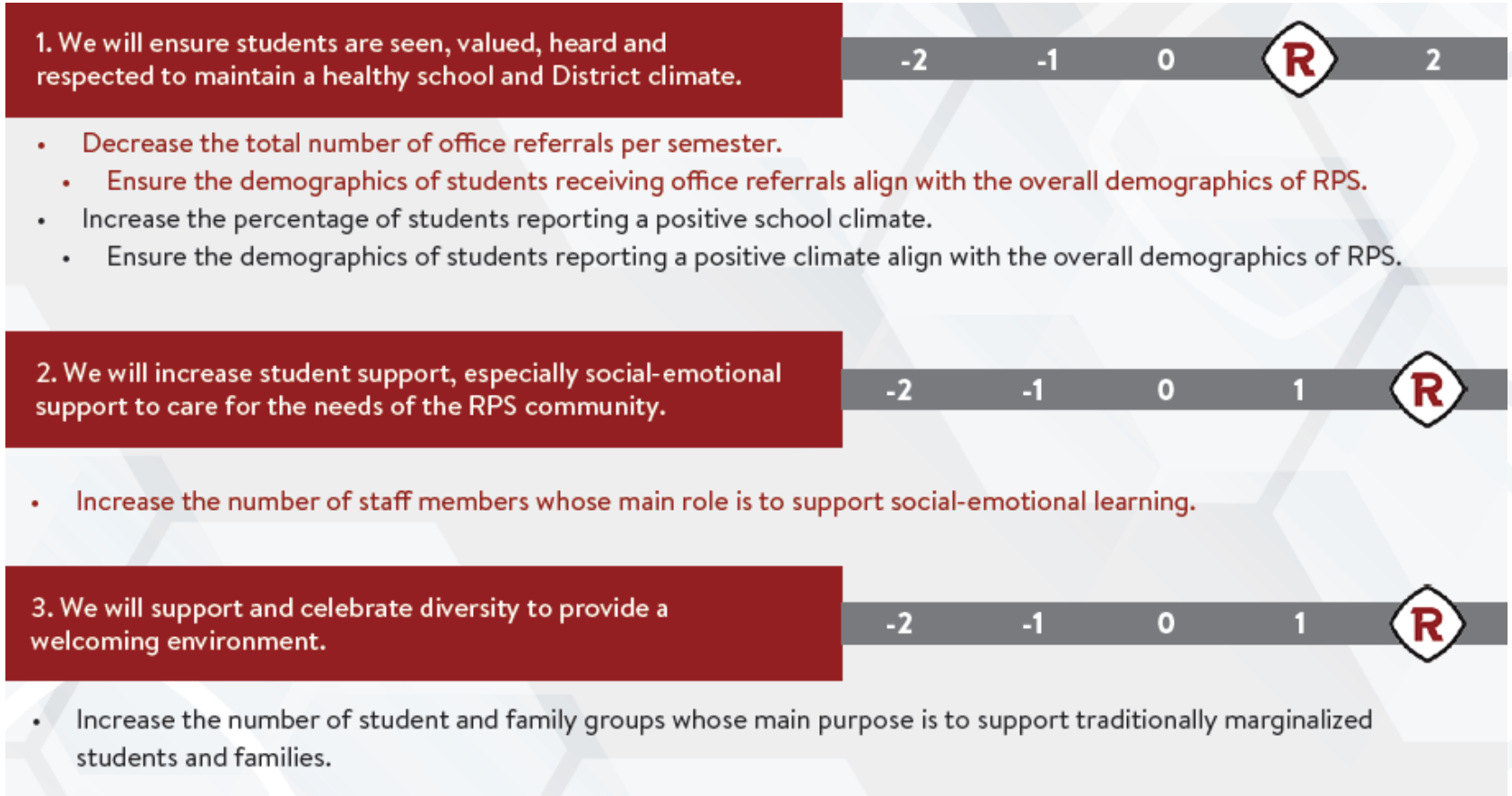
Business & Operations: Details of Progress

RICHFIELD PUBLIC SCHOOLS

- **Goal #1, BIPOC New Staff Hires** (Rubric Measure #2): For the 24-25 year, the percentage of new hires who are BIPOC is 14% greater than the overall percentage of BIPOC staff members employed at RPS. This is even higher than our goal of 5% each year.
- **Goal #4, Students Participating in School Meals** (Rubric Measure #5): In comparing November 2024 to the baseline of November 2019, the percentage of students participating in school breakfast increased from 49% to 51%, and the percentage of students participating in school lunch increased from 65% to 79%.
- **Goal #5, Audit Practices** (Rubric Measure #6): Our 2024 audit showed one minor finding, a decrease from the baseline of two minor findings.
- Data was not yet available for Goal #3, District Energy Performance, due to technology issues.
- Progress for the other measures will be included in the end-of-year update.

Vision Card Page 1: Progress Report
Climate & Culture

RICHFIELD PUBLIC SCHOOLS



New, updated data for the measures noted in red has been used to determine progress toward the overall goal. Climate & Culture Goal #1 is at progress level 1, and Goal #2 is at progress level 2.

Vision Card Page 1: Progress Report
Climate & Culture, continued.

RICHFIELD PUBLIC SCHOOLS

4. We will improve school pride to increase student enjoyment of and dedication to their education.

-2 -1 0 1 R

- Increase the percentage of students reporting that student voice is valued at their school.
- Ensure the demographics of students reporting that student voice is valued align with the overall demographics of RPS.

5. We will provide new opportunities for parent involvement to strengthen connections between home and school.

R -1 0 1 2

- Increase the number of volunteers who support RPS schools.
- Increase the percentage of student conferences completed per semester.

6. We will provide new opportunities for community involvement to strengthen connections between the Richfield community and school.

-2 -1 0 1 R

- Increase the number of hours RPS students report volunteering in the community per year.

New, updated data for the measures noted in red has been used to determine progress toward the overall goal. Climate & Culture Goal #5 is at progress level -2.

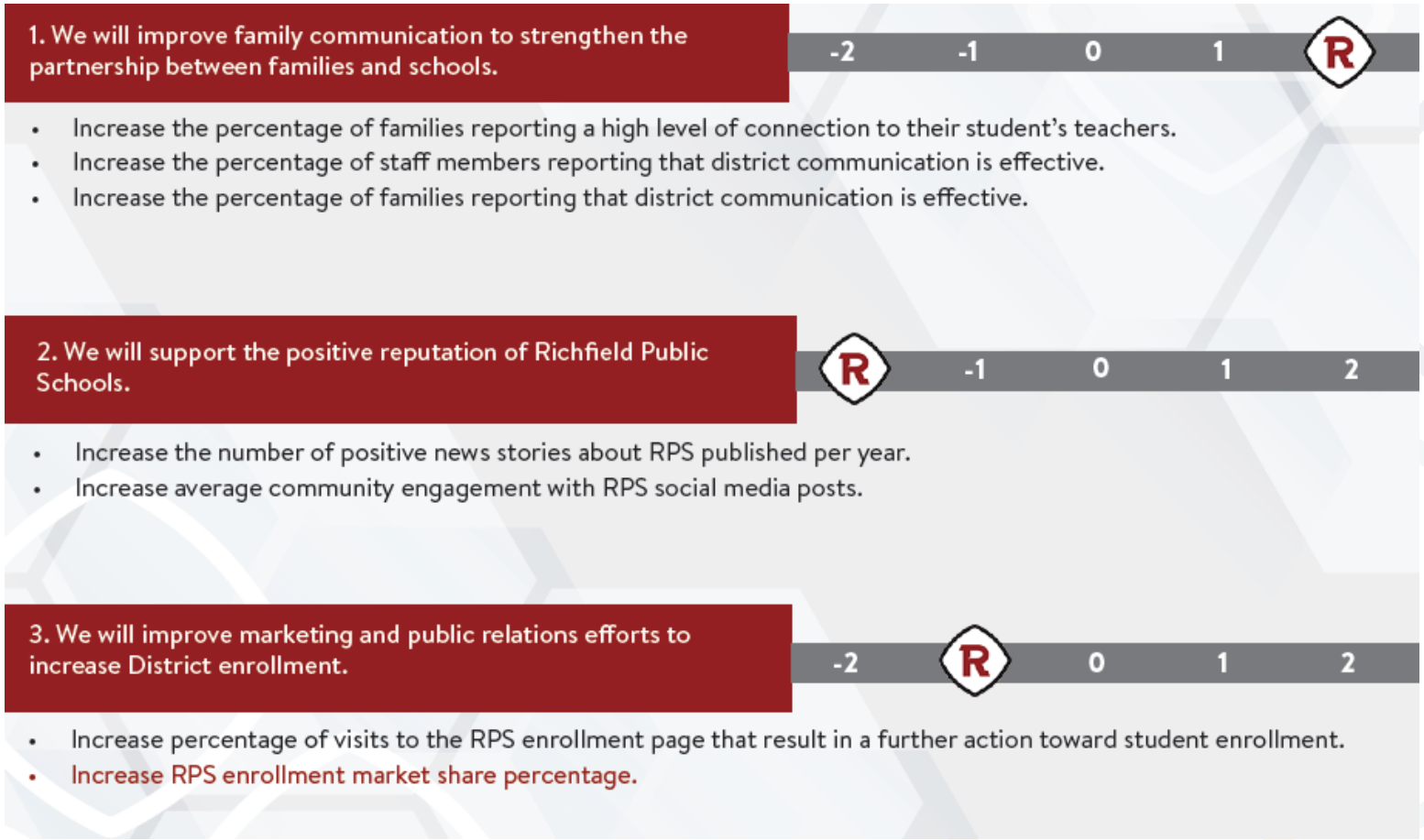
Climate & Culture: Details of Progress

RICHFIELD PUBLIC SCHOOLS

- **Goal #1, Office Referrals** (Rubric Measure #1 & #2): Between Semester 1 of 19-20 and Semester 1 of 24-25, we decreased the number of documented office referrals from 729 (0.18 referrals per student) to 382 (0.1 referrals per student). The gap for BIPOC students in 22-23 is 12%, which is similar to the 11% gap from the baseline year.
- **Goal #2, Staff Members Supporting Social-Emotional Learning** (Rubric Measure #5): Between the baseline year of 20-21 and 24-25 we increased the number of staff members whose main role is to support social-emotional learning from 38 to 42.
- **Goal #5, Percentage of Student Conferences Completed** (Rubric Measure #10): The percentage of elementary conferences completed increased to 96% from the baseline level of 94%. However, the percentage of secondary conferences completed decreased from the baseline level of 63% in 20-21 to 40% in Semester 1 of 24-25.
- Progress for the other measures will be included in the end-of-year update.

Vision Card Page 1: Progress Report
Communication & Marketing

RICHFIELD PUBLIC SCHOOLS



New, updated data for the measure noted in red has been used to determine progress toward the overall goal. Communication & Marketing Goal #3 is at progress level -1.

Communication & Marketing: Details of Progress

RICHFIELD PUBLIC SCHOOLS

- **Goal #3, Enrollment Market Share** (Rubric Measure #7): The RPS enrollment market share decreased slightly from 65% in the baseline year of 20-21 to 63% in 24-25. However, this is actually a slight increase from the past two years.
- New baseline data was added for Goal #3 (Rubric Measure #6) due to changes to the methods that our website platform uses to collect data.
- Progress for the other measures will be included in the end-of-year update.

Enriching and accelerating learning

RICHFIELD
PUBLIC SCHOOLS

Questions/Comments

Enriqueciendo y acelerando el aprendizaje

ACADEMICS

2021-26 Goals
Mid-Year 2025 Progress Report

Vision

Students will receive a challenging, engaging and relevant academic experience in Richfield Public Schools which will prepare them for college, career and life.

Belief Statement

All students are capable of achieving their dreams with the right educational foundation.

Rating Scale
Level -2: Intervention
Level -1: High Concern
Level 0: Baseline
Level 1: Progressing
Level 2: Vision

1. We will address the educational debt owed to marginalized communities to ensure equitable outcomes for all students.



- Increase our districtwide four-year graduation rate.
  - Ensure the demographics of students graduating in four years align with the overall demographics of RPS.
- Increase the districtwide seven-year graduation rate.
  - Ensure the demographics of students graduating in seven years align with the overall demographics of RPS.
- Increase enrollment in college credit-bearing courses.
  - Ensure the demographics of students enrolled in college credit-bearing courses align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the third grade MCA reading test.
  - Ensure the demographics of students scoring proficient on the third grade MCA reading test align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the fifth grade FastBridge CBM Reading Assessment.
  - Ensure the demographics of students scoring proficient on the fifth grade FastBridge CBM Reading Assessment align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the eighth grade MCA math test.
  - Ensure the demographics of students scoring proficient on the eighth grade MCA math test align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the eighth grade FastBridge aReading assessment.
  - Ensure the demographics of students scoring proficient on the eighth grade FastBridge aReading assessment align with the overall demographics of RPS.
- Improve pre-referral intervention systems to prevent unnecessary special education referrals.
  - Ensure the demographics of students referred to special education align with the overall demographics of RPS.

2. We will maintain small class sizes to ensure ideal student to staff ratios according to grade level and subject area.



- Maintain class size averages at 25 students per elementary class, 28 students per middle school class, and 30 students per high school class.

3. We will increase course offerings to expand opportunities for students.



- Increase course offerings at RHS.

4. We will continue to support, promote and value biliteracy.



- Increase the number of students receiving the seal of biliteracy.

5. We will ensure all students learn about post-secondary options to set them up for success in their futures.



- Increase the FAFSA and/or Dream Act application completion rate for eligible students.
  - Ensure the demographics of students with a completed FAFSA and/or Dream Act application align with the overall demographics of RPS.
- Increase the percentage of graduates enrolled in post-secondary education.
  - Ensure the demographics of grads enrolled in post-secondary education align with overall demographics of RPS.

RICHFIELD PUBLIC SCHOOLS

Inspiring and empowering each individual to learn, grow and excel.

Vision Card 1: Academics
Page 2: Key Actions

RICHFIELD PUBLIC SCHOOLS

Academic Goals:

- We will address the educational debt owed to marginalized communities to ensure equitable outcomes for all students.
- We will maintain small class sizes to ensure ideal student to staff ratios according to grade level and subject area.
- We will increase course offerings to expand opportunities for students.
- We will continue to support, promote and value biliteracy.
- We will ensure all students learn about post-secondary options to set them up for success in their futures.

Key Actions Occurring in the 2024-25 School Year:

- All teachers are participated in ongoing PLCs and coaching cycles.
- Learning walks are occurring throughout the District to inform administration of additional classroom supports needed.
- The new literacy curriculum (Benchmark Advance/Adelante) is being implemented at the elementary level.
- Greater utilization of FastBridge assessments is occurring across the District, including more individual interventions and progress monitoring.
- New teachers complete a series of equity trainings throughout the year.
- A new training on Indigenous cultural competency was offered during the winter professional development day.
- All teachers included in RPS Phase 1 are working toward completion of LETRS training.
- Instructional management team members are participating in LETRS training.
- A group of secondary teachers have been participating in additional professional development and expanding of courses related to Native/Indigenous history and cultural topics through the Shakopee Mdewakanton Sioux Teacher Mini-Grants.
- RPS is participating in Direct Admissions to Minnesota colleges and universities.

VISION CARD 1: ACADEMICS **PAGE 3: RUBRIC**

Item	Measure	Level -2	Level -1	Baseline	Level 1	Level 2		Mid-Year 2025 Progress Report
1	Increase our districtwide four-year graduation rate.	5% decrease	2.5% decrease	2020 RPS 4-Year Graduation Rate: **86.3%**	2.5% increase	5% increase		
2	Ensure the demographics of all students graduating in 4 years align with overall demographics of RPS (The gap is the difference between the percentage of RPS 12th graders who are BIPOC and the percentage of students who graduated within 4 years who are BIPOC)	10% increase in gap	5% increase in gap	2020: **NO GAP**		Maintain no gap		
3	Increase the districtwide 7-year graduation rate.	5% decrease	2.5% decrease	2020 RPS 7-Year Graduation Rate: **85.7%**	2.5% increase	5% increase		
4	Ensure the demographics of all students graduating in 7 years align with overall demographics of RPS (The gap is the difference between the percentage of students in the class of three years prior who are BIPOC and the percentage of students who graduated within 7 years who are BIPOC)	5% increase in gap	2.5% increase in gap	Percentage of class of 2017 who are BIPOC: 69%; Percentage of class of 2017 graduating in 2020 or earlier who are BIPOC: 67%; **Gap of 2%**	1% decrease in gap	2% decrease in gap		
5	Increase enrollment in college credit-bearing courses.	5% decrease	2.5% decrease	2020-2021 Semester 2: **702 students** (62% of RHS population)	2.5% increase	5% increase		2024-2025 Semester 1: **639 students** (53% of RHS population)
6	Ensure the demographics of students enrolled in college credit-bearing courses align with overall demographics of RPS (The gap is the difference between the percentage of RPS 9-12 graders who are BIPOC and the percentage of students enrolled in college credit classes who are BIPOC)	5% increase in gap	2.5% increase in gap	2020-2021 Semester 2: Percentage of RPS 9-12 graders who are BIPOC: 73%; Percentage of students enrolled in college credit courses who are BIPOC: 68%; **Gap of 5%**	2.5% decrease in gap	5% decrease in gap		2024-2025 Semester 1: Percentage of RPS 9-12 graders who are BIPOC: 76%; Percentage of students enrolled in college credit courses who are BIPOC: 66%; **Gap of 10%**
7	Increase the number of students scoring proficient on the 3rd-grade MCA reading test.	5% decrease	2.5% decrease	2021: **33% of 3rd grade participants scored proficient.**	2.5% increase	5% increase		
8	Ensure the demographics of students scoring proficient on the 3rd grade reading MCA align with overall demographics of RPS. (The gap is the difference between the percentage of 3rd grade MCA participants who are BIPOC and the percentage of 3rd graders scoring proficient who are BIPOC)	10% increase in gap	5% increase in gap	2021: Percentage of 3rd grade participants who are BIPOC: 72%; Percentage of 3rd graders scoring proficient who are BIPOC: 52%; **Gap of 20%**	5% decrease in gap	10% decrease in gap		
9	Increase the number of students scoring proficient on the 5th grade FastBridge CBM Reading Assessment.	5% decrease	2.5% decrease	2023-2024 Winter: **47% of 5th grade participants scored proficient.**	2.5% increase	5% increase		2024-2025 Winter: **50% of 5th grade participants scored proficient.**
10	Ensure the demographics of students scoring proficient on the 5th grade FastBridge CBM Reading Assessment align with the overall demographics of RPS. (The gap is the difference between the percentage of 5th grade participants who are BIPOC and the percentage of RPS 5th graders scoring proficient who are BIPOC)	5% increase in gap	2.5% increase in gap	2023-2024 Winter: Percentage of 5th grade participants who are BIPOC: 64%; Percentage of students scoring proficient who are BIPOC: 48%; **Gap of 16%**	2.5% decrease in gap	5% decrease in gap		2024-2025 Winter: Percentage of 5th grade participants who are BIPOC: 71%; Percentage of students scoring proficient who are BIPOC: 60%; **Gap of 11%**
11	Increase the number of students scoring proficient on the 8th grade MCA math test.	5% decrease	2.5% decrease	2021: **26% of 8th grade participants scored proficient**	2.5% increase	5% increase		
12	Ensure the demographics of students scoring proficient on the 8th grade MCA math test align with overall demographics of RPS. (The gap is the difference between the percentage of 8th grade participants who are BIPOC and the percentage of students scoring proficient who are BIPOC)	10% increase in gap	5% increase in gap	2021: Percentage of 8th grade participants who are BIPOC: 67%; Percentage of 8th graders scoring proficient who are BIPOC: 40%; **Gap of 27%**	5% decrease in gap	10% decrease in gap		
13	Increase the number of students scoring proficient on the 8th grade FastBridge aReading Assessment.	5% decrease	2.5% decrease	2023-2024 Winter: **39% of 8th grade participants scored proficient**	2.5% increase	5% increase		2024-2025 Winter: **44% of 8th grade participants scored proficient**
14	Ensure the demographics of students scoring proficient on the 8th grade FastBridge aReading Assessment align with the overall demographics of RPS. (The gap is the difference between the percentage of 8th grade participants who are BIPOC and the percentage of RPS 8th graders scoring proficient who are BIPOC)	10% increase in gap	5% increase in gap	2023-2024 Winter: Percentage of 8th grade participants who are BIPOC: 74%; Percentage of 8th graders scoring proficient who are BIPOC: 51%; **Gap of 23%**	5% decrease in gap	10% decrease in gap		2024-2025 Winter: Percentage of 8th grade participants who are BIPOC: 72%; Percentage of 8th graders scoring proficient who are BIPOC: 48%; **Gap of 24%**
15	Improve pre-referral intervention systems to prevent unnecessary special education referrals.	5% decrease	2.5% decrease	2021: **0 staff members trained in STAT process.**	2.5% increase	5% increase		

16	Ensure the demographics of students referred to special education align with overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of students referred to special education who are BIPOC)	5% increase in gap	2.5% increase in gap	2018-2019: Percentage of RPS students who are BIPOC: 73%; Percentage of students referred to special education who are BIPOC: 75%; **Gap of 2%**	1% decrease in gap	2% decrease in gap		
17	Maintain class size averages at 25 students per elementary class, 28 students per middle school class, and 30 students per high school class or better.	Class size average is 27 at elementary, 30 at middle, 32 at high	Class size average is 26 elementary, 29 at middle, 31 at high	Baseline class size averages set at 25 at elementary, 28 at middle, 30 at high	Class size average is 24 at elementary, 27 at middle, 29 at high	Class size average is 23 at elementary, 26 at middle, 28 at high		2024 class size averages: **24 at elementary, 24 at middle, 26 at high**
18	Increase course offerings at RHS.	5% decrease	2.5% decrease	2020-2021 Semester 2: **202 course offerings**	2.5% increase	5% increase		
19	Increase the number of students receiving the seal of biliteracy	5% decrease	2.5 % decrease	Class of 2020: **35 students received a seal of biliteracy**	2.5% increase	5% increase		Class of 2024: **70 students received a seal of biliteracy**
20	Increase the FAFSA and/or Dream Act application completion rate for eligible students.	5% decrease	2.5 % decrease	Class of 2021: **53.9% of eligible seniors completed the FAFSA and/or Dream Act**	2.5% increase	5% increase		Class of 2024: **58.8% of eligible seniors completed the FAFSA and/or Dream Act**
21	Ensure the demographics of students with a completed FAFSA and/or Dream Act application align with overall demographics of RPS. (The gap is the difference between the percentage of RPS graduates who are BIPOC and the percentage of RPS 12th graders with a completed application who are BIPOC)	5% increase in gap	2.5% increase in gap	Class of 2021: 62% of seniors are BIPOC; 55% of seniors who completed the FAFSA/Dream Act are BIPOC. **Gap of 7%**	2.5% decrease in gap	5% decrease in gap		Class of 2024: 78% of seniors are BIPOC; 74% of seniors who completed the FAFSA/Dream Act are BIPOC. **Gap of 4%**
22	Increase the percentage of graduates enrolled in post-secondary education.	10% decrease	5% decrease	Class of 2019: **69% of graduates are enrolled in post-secondary education.**	2.5% increase	5% increase		
23	Ensure the demographics of graduates enrolled in post-secondary education align with the overall demographics of RPS. (The gap is the difference between the percentage of graduates who are BIPOC and the percentage of post-secondary enrolled students who are BIPOC)	5% increase in gap	2.5% increase in gap	Class of 2019: 75% of graduates are BIPOC; 73% of post-secondary enrolled students are BIPOC. **Gap of 2%**	1% decrease in gap	2% decrease in gap		

BUSINESS & OPERATIONS

2021-26 Goals
Mid-Year 2025 Progress Report

Vision

Every person in every role and every department will work together seamlessly to further our mission and vision.

Belief Statement

Only by working in alignment across all departments can we, as a district, achieve our goals.

Rating Scale
Level -2: Intervention
Level -1: High Concern
Level 0: Baseline
Level 1: Progressing
Level 2: Vision

1. We will maintain or improve staff hiring and support.



- Decrease the number of staff members who voluntarily leave RPS per year.
- Increase the percentage of RPS staff hires who are black, indigenous, and/or people of color.

2. We will continuously improve our facilities to provide a comfortable and functional physical environment.



- Decrease the magnitude of unmet facilities needs.

3. We will ensure environmentally friendly practices are used across the District.



- Maintain or improve District energy performance.

4. We will continue to improve school meals to provide for students' nutritional needs.



- Increase the percentage of students participating in school meals per month.

5. We will maintain financial accountability and transparency as part of our responsibility to the community of Richfield.



- Improve audit practices to eliminate negative findings.

6. We will continue to invest in technology resources for students, staff, and families.



- Increase the financial investment allocated to technology in the hands of students and teachers.

7. We will continue to improve transportation services to provide a welcoming atmosphere and access to opportunities.



- Increase the percentage of RPS students receiving District transportation and/or safe routes to schools support.

RICHFIELD PUBLIC SCHOOLS

Inspiring and empowering each individual to learn, grow and excel.

Vision Card 3: Business & Operations
Page 2: Key Actions

RICHFIELD PUBLIC SCHOOLS

Business & Operations Goals:

- We will maintain or improve staff hiring and support.
- We will continuously improve our facilities to provide a comfortable and functional physical environment.
- We will ensure environmentally friendly practices are used across the District.
- We will continue to improve student meals to provide for students' nutritional needs.
- We will maintain financial accountability and transparency as part of our responsibility to the community of Richfield.
- We will continue to invest in technology resources for students, staff and families.
- We will continue to improve transportation services to provide a welcoming atmosphere and access to opportunities.

Key Actions Occurring in the 2024-25 School-Year:

- RPS administrators are participating in diverse hiring fairs and events and deliberately recruiting diverse staff members through our partnerships with higher education institutions.
- The renovation project for the RHS and RMS auditoriums is underway.
- Free lunches are being served districtwide, and the menu options have been expanded to include more local and culturally appropriate foods. The options available are personalized to each school based patterns of participation in each meal.
- The accuracy and usability of the districtwide data warehouse tool are continuing to be improved.
- The Safe Routes to School program continues with additional new grant funding.

VISION CARD 3: BUSINESS & OPERATIONS **PAGE 3: RUBRIC**

Item	Measure	Level -2	Level -1	Baseline	Level 1	Level 2		Mid-Year 2025 Progress Report
1	Decrease the number of staff members who voluntarily leave RPS per year.	5% increase	2.5% increase	2020-2021: **141 staff members voluntarily left RPS**	2.5% decrease	5% decrease		
2	Increase the percentage of RPS staff hires who are black, indigenous and/or people of color.	Percentage of BIPOC new hires is 5% lower than RPS staff percentage	Percentage of BIPOC new hires is 2.5% lower than RPS staff percentage	2020-2021: **22% of RPS staff members are BIPOC**	Percentage of BIPOC new hires is 2.5% higher than RPS staff percentage	Percentage of BIPOC new hires is 5% higher than RPS staff percentage		24-25: 31% of RPS staff members are BIPOC; 45% of new hires are BIPOC; **Percentage of BIPOC new hires is 14% higher than RPS staff percentage**
3	Decrease the magnitude of unmet facilities needs.	5% increase	2.5% increase	FY21 LTFM Budget: **$2,445,861.00 plus $11,079,154 for indoor air quality construction**	2.5% decrease	5% decrease		
4	Maintain or improve District energy performance.	B3 Benchmark score of 0-2 stars.	B3 Benchmark score of 2-3 stars.	2021: **RPS received a B3 Benchmark score of 3.2 stars.**	B3 Benchmark score of 3.5-4.5 stars.	B3 Benchmark score of 4.5-5 stars.		
5	Increase the percentage of students participating in school meals per month.	5% decrease	2.5% decrease	Average over the month of November 2019: **49% of students participated in school breakfast, 65% of students participated in school lunch**	2.5% increase	5% increase		Average over the month of November 2024: **51% of students participated in school breakfast, 79% of students participated in school lunch**
6	Improve audit practices to eliminate negative findings.	2 or more major findings	1 major finding or 3 minor	Baseline set at: **2 minor findings**	1 minor finding	Fully clean		2024: **1 minor finding**
7	Increase the financial investment allocated to technology in the hands of students and teachers.	5% decrease	2.5% decrease	2020-2021: **$3.5 million**	2.5% increase	5% increase		
8	Increase the percentage of RPS students receiving District transportation and/or safe routes to school support.	5% decrease	2.5% decrease	2020-2021: **1,318 students received transportation + 273 SRTS = 39% of RPS students**	2.5% increase	5% increase		

CLIMATE & CULTURE

2021-26 Goals
Mid-Year 2025 Progress Report

Vision
All students, families, staff and community members will share a sense of ownership, pride and belonging at Richfield Public Schools, where they will be part of a warm, welcoming and respectful environment that celebrates each and every individual.

Rating Scale
Level -2: Intervention
Level -1: High Concern
Level 0: Baseline
Level 1: Progressing
Level 2: Vision

Belief Statement
By truly listening to, valuing and celebrating every member of our educational community, we can ensure our schools and programs provide a safe and supportive environment for learning, playing and working.

1. We will ensure students are seen, valued, heard and respected to maintain a healthy school and District climate.



- Decrease the total number of office referrals per semester.
  - Ensure the demographics of students receiving office referrals align with the overall demographics of RPS.
- Increase the percentage of students reporting a positive school climate.
  - Ensure the demographics of students reporting a positive climate align with the overall demographics of RPS.

2. We will increase student support, especially social-emotional support to care for the needs of the RPS community.



- Increase the number of staff members whose main role is to support social-emotional learning.

3. We will support and celebrate diversity to provide a welcoming environment.



- Increase the number of student and family groups whose main purpose is to support traditionally marginalized students and families.

4. We will improve school pride to increase student enjoyment of and dedication to their education.



- Increase the percentage of students reporting that student voice is valued at their school.
  - Ensure the demographics of students reporting that student voice is valued align with the overall demographics of RPS.

5. We will provide new opportunities for parent involvement to strengthen connections between home and school.



- Increase the number of volunteers who support RPS schools.
- Increase the percentage of student conferences completed per semester.

6. We will provide new opportunities for community involvement to strengthen connections between the Richfield community and school.



- Increase the number of hours RPS students report volunteering in the community per year.

RICHFIELD PUBLIC SCHOOLS

Inspiring and empowering each individual to learn, grow and excel.

Vision Card 4: Climate & Culture
Page 2: Key Actions

RICHFIELD PUBLIC SCHOOLS

Climate & Culture Goals:

- We will ensure students are seen, valued, heard and respected to maintain a healthy school and District climate.
- We will increase student support, especially social-emotional support to care for the needs of the RPS community.
- We will support and celebrate diversity to provide a welcoming environment.
- We will improve school pride to increase student enjoyment of and dedication to their education.
- We will provide new opportunities for parent involvement to strengthen connections between home and school.
- We will provide new opportunities for community involvement to strengthen connections between the Richfield community and school.

Key Actions Occurring in the 2024-25 School-Year:

- Districtwide social-emotional learning curricula are being implemented at both the elementary and secondary levels.
- The SAEBRS screening tool is being utilized to identify student needs in the area of SEL.
- Building level SEL teams meet regularly to analyze data.
- Conscious Discipline training and tools are provided to management team monthly.
- RPS offers vaccination clinics throughout the district to support students, staff, and families in getting their immunizations.
- Partnerships with mental health providers for school-based mental health and chemical health services are continuing.
- Safe & Supportive Schools Committee meetings are held quarterly with parents/guardians and RMS, RHS, and RCEP students.
- The Student Dress and Appearance policy was revised with student input.
- Indigenous cultural events have increased, including the second annual Powwow at RHS and a series of moccasin workshops.
- Messaging and communication in support of our immigrant families has been sent on multiple occasions.

VISION CARD 4: CLIMATE & CULTURE **PAGE 3: RUBRIC**

Item	Measure	Level -2	Level -1	Baseline	Level 1	Level 2		Mid-Year 2025 Progress Report
1	Decrease the total number of office referrals per semester.	10% increase	5% increase	2019-2020 Semester 1: **729 referrals** (0.18 referrals per student)	5% decrease	10% decrease		24-25 Semester 1: **382 referrals** (0.1 referrals per student)
2	Ensure the demographics of students receiving office referrals align with the overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of office referrals that are documented for BIPOC students)	10% increase in gap	5% increase in gap	2019-2020 Semester 1: Percentage of RPS students who are BIPOC: 72%; Percentage of office referrals documented for BIPOC students: 83%; **Gap of 11%**	5% decrease in gap	10% decrease in gap		24-25 Semester 1: Percentage of RPS students who are BIPOC: 71%; Percentage of office referrals documented for BIPOC students: 83%; **Gap of 12%**
3	Increase the percentage of students reporting a positive school climate.	10% decrease	5% decrease	2019-2020: **68% of students report a positive school climate**	5% increase	10% increase		
4	Ensure the demographics of students reporting a positive school climate align with the overall demographics of RPS. (The gap is the difference between the percentage of survey participants who are BIPOC and the percentage of students reporting a positive climate who are BIPOC)	10% increase in gap	5% increase in gap	2019-2020: **NO GAP**		Maintain no gap		
5	Increase the number of staff members whose main role is to support social-emotional learning.	5% decrease	2.5% decrease	2020-2021: **38 staff members, including outreach workers**	2.5% increase	5% increase		2024-2025: **42 staff members, including outreach workers**
6	Increase the number of student and family groups whose main purpose is to support traditionally marginalized students and families.	10% decrease	5% decrease	2020-2021: **4 family groups + 1 student group**	5% increase	10% increase		
7	Increase the percentage of students reporting that student voice is valued at their school.	10% decrease	5% decrease	2022-2023: **67% of students report that student voice is valued at their school.**	5% increase	10% increase		
8	Ensure the demographics of students reporting that student voice is valued align with the overall demographics of RPS. (The gap is the difference between the percentage of survey participants who are BIPOC and the percentage of students reporting that student voice is valued who are BIPOC)	10% increase in gap	5% increase in gap	2022-2023: **NO GAP**		Maintain no gap		
9	Increase the number of volunteers who support RPS schools.	10% decrease	5% decrease	2022-2023: **212 community members completed the volunteer approval process.**	5% increase	10% increase		
10	Increase the percentage of student conferences completed per semester.	5% decrease	2.5% decrease	2020-2021: **Elementary conference attendance averaged 94%; Secondary conference attendance averaged 63%**	2.5% increase	5% increase		2024-2025 Semester 1: **Elementary conference attendance averaged 96%; Secondary conference attendance averaged 40%**
11	Increase the number of hours RPS students report volunteering in the community per year.	10% decrease	5% decrease	Class of 2021: **9,638 total hours**	5% increase	10% increase		

COMMUNICATION & MARKETING

Vision

Our families, staff and community will view Richfield Public Schools as a trusted first source of school-related information and feel well informed through consistent, high quality digital and print communication.

2021-26 Goals
Mid-Year 2025 Progress Report

Rating Scale
Level -2: Intervention
Level -1: High Concern
Level 0: Baseline
Level 1: Progressing
Level 2: Vision

Belief Statement

By producing consistent, engaging and detailed content, as well as responsible marketing materials, we can engage and educate our audience, resulting in a stronger community.

1. We will improve family communication to strengthen the partnership between families and schools.



- Increase the percentage of families reporting a high level of connection to their student's teachers.
- Increase the percentage of staff members reporting that district communication is effective.
- Increase the percentage of families reporting that district communication is effective.

2. We will support the positive reputation of Richfield Public Schools.



- Increase the number of positive news stories about RPS published per year.
- Increase average community engagement with RPS social media posts.

3. We will improve marketing and public relations efforts to increase District enrollment.



- Increase percentage of visits to the RPS enrollment page that result in a further action toward student enrollment.
- Increase RPS enrollment market share percentage.

RICHFIELD PUBLIC SCHOOLS

Inspiring and empowering each individual to learn, grow and excel.

Vision Card 5: Communication & Marketing
Page 2: Key Actions

RICHFIELD PUBLIC SCHOOLS

Communication & Marketing Goals:

- We will improve family communication to strengthen the partnership between families and schools.
- We will support the positive reputation of Richfield Public Schools.
- We will improve marketing and public relations efforts to increase District enrollment.

Key Actions Occurring in the 2024-25 School-Year:

- To help improve family communication to strengthen the partnership between families and schools, we
  - work with school staff to provide communication support, ParentSquare assistance, newsletter templates and more;
  - and we continue to support and celebrate diversity by using social media for cultural recognition and education throughout the year.
- To help support the positive reputation of Richfield Public Schools, we
  - write original articles that promoting students, schools and programs from across the District;
  - and share these and other positive stories on social media, including on the Richfield Community Facebook Page;
  - and we engage our community through print and e-editions of the Your Schools newsletter.
- To help improve marketing and public relations efforts to increase District enrollment, we
  - are implementing a marketing strategy that focuses on transitions from elementary into middle school and middle to high school;
  - and we have an active open enrollment strategy targeting families who live in neighboring districts.

VISION CARD 5: COMMUNICATION & MARKETING **PAGE 3: RUBRIC**

Item	Measure	Level -2	Level -1	Baseline	Level 1	Level 2		Mid-Year 2025 Progress Report
1	Increase the percentage of families reporting a high level of connection to their student's teachers.	5% decrease	2.5% decrease	2020-2021**: 83% of families report high level of connection**	2.5% increase	5% increase		
2	Increase the percentage of staff members reporting that district communication is effective.	5% decrease	2.5% decrease	2020-2021: **78% of staff members report communication is effective**	2.5% increase	5% increase		
3	Increase the percentage of families reporting that district communication is effective.	5% decrease	2.5% decrease	2020-2021**: 69% of families report communication is effective**	2.5% increase	5% increase		
4	Increase the number of positive news stories about RPS published per year.	5% decrease	2.5% decrease	2020-2021: **17 positive stories published, excluding athletics & COVID-related**	2.5% increase	5% increase		
5	Increase the average community engagement with RPS social media posts.	5% decrease	2.5% decrease	2020-2021: **Average of 54 engagements per Facebook post**	2.5% increase	5% increase		
6	Increase the percentage of visits to the RPS enrollment page that result in a further action toward student enrollment.	5% decrease	2.5% decrease	2024: **7.1%**	2.5% increase	5% increase		
7	Increase RPS enrollment market share percentage.	5% decrease	2.5% decrease	2020-2021: **65%**	2.5% increase	5% increase		2024-2025: **63%**

Enriching and accelerating learning

RICHFIELD
PUBLIC SCHOOLS

Superintendent Goals Mid-Year Update

February 3, 2025

Enriqueciendo y acelerando el aprendizaje

2024-2025 Performance Evaluation Process

RICHFIELD PUBLIC SCHOOLS

Student Achievement (35%): Specific data based on gains and performance of students

Process Goals (35%): Strategic Plan strategies and activities designed to improve our district

Individual Performance (30%): Board evaluation of superintendent

Achievement Measure: Common Assessment Proficiency & Gap Closure

RICHFIELD PUBLIC SCHOOLS

- Increase the number of students scoring proficient on the 5th grade FastBridge CBM Reading Assessment by 5% and reduce the gap for students of color.
- Increase the number of students scoring proficient on the 8th grade FastBridge aReading assessment by 5% and reduce the gap for students of color.

2023-2024 Data	5th Grade Proficiency (Goal to increase)	Gap for BIPOC Students (Goal to decrease)
Fall	42%	18%
Winter	47%	16%
Spring	44%	13%

2024-2025 Data	5th Grade Proficiency (Goal to increase)	Gap for BIPOC Students (Goal to decrease)
Fall	44%	11%
Winter	50%	11%
Spring		

2023-2024 Data	8th Grade Proficiency (Goal to increase)	Gap for BIPOC Students (Goal to decrease)
Fall	37%	23%
Winter	39%	23%
Spring	38%	22%

2024-2025 Data	8th Grade Proficiency (Goal to increase)	Gap for BIPOC Students (Goal to decrease)
Fall	41%	17%
Winter	44%	24%
Spring		

Achievement Measure: Common Assessment Growth & Gap Closure

RICHFIELD PUBLIC SCHOOLS

- 65% of 3rd grade students showing typical to aggressive growth from fall to spring on the 24-25 FastBridge CBM Reading assessment, with no gap for students of color
- 65% of 8th grade students showing typical to aggressive growth from fall to spring on the 24-25 FastBridge aMath assessment, with no gap for students of color

3rd Grade FastBridge Reading	3rd Grade Typical to Aggressive Growth	Gap for BIPOC Students
2023-2024 Fall to Spring Growth	56%	2% in the other direction

8th Grade FastBridge Math	8th Grade Typical to Aggressive Growth	Gap for BIPOC Students
2023-2024 Fall to Spring Growth	55%	1%

Achievement Measure:
Math & Reading Standardized Test Proficiency & Gap Closure

RICHFIELD PUBLIC SCHOOLS

- Increase 2025 achievement on 3rd grade MCA reading test by 2.5%, disaggregated by racial demographic
- Increase 2025 achievement on 8th grade MCA math test by 2.5%, disaggregated by racial demographic
- Increase 2025 achievement on 3-5 grade MCA reading test by 2.5%, disaggregated by racial demographic
- Increase 2025 achievement on 6-8 grade MCA reading test by 2.5%, disaggregated by racial demographic

MCA	2024 RPS Achievement	2024 RPS Gap for BIPOC Students	2024 MN Achievement	2024 MN Gap for BIPOC Students
3rd grade reading	33% scored proficient	Gap of 27%	46.7% scored proficient	Gap of 12.2%
8th grade math	29% scored proficient	Gap of 27%	41.1% scored proficient	Gap of 13.9%

With an average increase of 2.5 percentage points per year, RPS will meet current state achievement levels within 5 years.

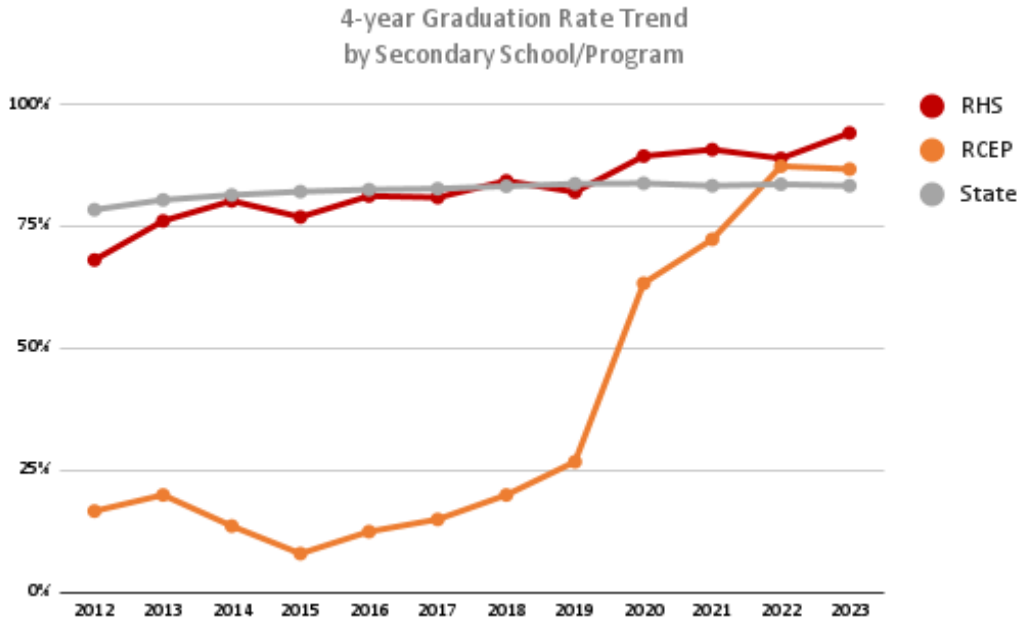
MCA	2024 RPS Achievement	2024 RPS Gap for BIPOC Students	2024 MN Achievement	2024 MN Gap for BIPOC Students
3-5 grade reading	37% scored proficient	Gap of 26%	50.9% scored proficient	Gap of 11.6%
6-8 grade reading	35% scored proficient	Gap of 18%	48.7% scored proficient	Gap of 10.6%

Achievement Measure: Graduation Rate Growth & Gap Closure

RICHFIELD PUBLIC SCHOOLS

Goal: Maintain a graduation rate over 90% overall and attain at least 90% in each demographic group

4-year Grads	2021	2022	2023
RPS	87.3%	88.3%	92.6%
RHS	90.7%	88.9%	94.1%
RCEP	72.3%	87.3%	86.3%
Minnesota	83.3%	83.6%	83.3%



RPS Grad Rate by Demographic	2021	2022	2023
Asian	70.6%	100%	91.7%
Black or African American	91.7%	89.6%	87.5%
Hispanic or Latino	83.2%	88.9%	90.6%
Two or More Races	93.3%	94.1%	100%
White	93.5%	88.1%	97.6%
Male	81.9%	83.9%	91.8%
Female	92.8%	94.4%	93.7%
English Learner	68.6%	86.5%	85.9%
Special Education	71.8%	65.6%	71.8%
Free/Reduced Price Eligible	82.6%	85.1%	91.1%

Process Goals: Data/Equity/Leadership

RICHFIELD PUBLIC SCHOOLS

- Goal: Data
  - Deepen Administrative Usage of Data in Guiding Decision-Making
  - Expand Utilization of FastBridge Assessment and Progress Monitoring Tools
- Goal: Equity
  - Effectively Implement New Elementary Literacy Curriculum
  - Increase Representation in Parent/Guardian Participation and Feedback
- Goal: Leadership
  - Lead the District through Phase 1 of the READ Act Training Requirements
  - Improve School Climate and Public Perception of RMS

Data Goal: Deepen Administrative Usage of Data in Guiding Decision-Making

RICHFIELD PUBLIC SCHOOLS

Measurement: Each administrative team and teacher leadership team will use a data protocol to analyze data throughout the school year

Progress:

- Management team members trained in data protocols to effectively analyze and act on data
- PLC leaders trained in data protocols for PLC groups
- New data and progress monitoring tools have been created and implemented for teachers and administrators

Data Goal: Expand Utilization of FastBridge Assessment and Progress Monitoring Tools

RICHFIELD PUBLIC SCHOOLS

Measurement: 95% of students will be screened within the appropriate windows & progress monitoring will take place twice per month for students receiving Tier 3 interventions

Progress:

- Fall assessment window for reading, math and SEL:
  - Elementary: 94-100% completion across all screenings, except Grade 5 SEL (86% completion)
  - Middle: 91-97% completion across all screenings, except Grade 7 SEL (85% completion)
  - High: 88-90% completion for academic screenings, 47-95% completion for SEL screenings
- Winter assessment window for reading and math:
  - Elementary: 91-100% completion across most screenings; 3 exceptions from 64-89% completion
  - Middle: 94-96% completion across all screenings
  - High: 83-86% completion across all screenings
- Progress monitoring for elementary students receiving Tier 3 interventions
  - 30% of students receiving Tier 3 reading intervention were progress monitored at least twice per month (54% were monitored at least one time per month)
  - 2% of students receiving Tier 3 math intervention were progress monitored at least twice per month (11% were monitored at least one time per month)

Equity Goal: Effectively Implement New Elementary Literacy Curriculum

RICHFIELD PUBLIC SCHOOLS

Measurement: Walkthrough data will show improvement in fidelity of implementation and evidence-based practices

Progress:

- All teachers were provided with training this fall
- Elementary walkthroughs now use the LETRS tool
- Fall learning walks were completed; winter learning walks now in progress
- Strengths from fall elementary learning walks: Set up of classroom learning environment & library, content of decoding & spelling lessons, high-quality texts, etc.
- Growth areas from fall elementary learning walks: Learning targets referenced from start to finish of lesson, following systematic phonics lesson plan, encouraging independent reading, systematic approach with scaffolding for text comprehension

Equity Goal: Increase Representation in Parent/Guardian Participation and Feedback

RICHFIELD PUBLIC SCHOOLS

Measurement: Annual survey participation demographic data & TBD parent engagement as implemented through board goals

Progress:

- In 2023-2024, a total of 478 parent/guardians participated in the annual survey (55.8% white, 30.1% Hispanic/Latino, 7% Black/African American, 4.5% Asian, 2.7% Native American)

Leadership Goal: Lead the District through Phase 1 of the READ Act Training Requirements

RICHFIELD PUBLIC SCHOOLS

Measurement: Training completion for all staff required by MDE and all grade 4-5 teachers of the asynchronous component and Units 1-4 of the synchronous component

Progress:

- As of January, 47% have completed asynchronous component, 29% in progress
- 31 teachers have already completed the synchronous component (Units 1-8)
- 85% have completed at least Unit 1 of synchronous; 50% have completed at least Units 1&2 of synchronous
- Instructional Management Team members have completed Unit 3, Section 2 of LETRS for Administrators training

Leadership Goal: Improve School Climate and Public Perception of RMS

RICHFIELD PUBLIC SCHOOLS

Measurement: Decrease in behavior incidents & improvement of parent/guardian survey data

Progress:

- 2022-2023 RMS major behavior incidents: Semester 1: 78; Semester 2: 100
- 2023-2024 RMS major behavior incidents: Semester 1: 73; Semester 2: 124
- 2024-2025 RMS major behavior incidents Semester 1: 43
- The percentage of RMS staff who said they would recommend RMS to parents increased from by 12% from 2022-2023 to 2023-2024.
- The percentage of RMS parents who said they would recommend RMS to other parents increased by 1% from 2022-2023 to 2023-2024.

Individual Performance

RICHFIELD PUBLIC SCHOOLS

Evaluation occurs yearly in spring/summer:

- Data from Parent and Staff Surveys
- Feedback from Direct Reports
- Feedback from Board Members
- Board Member Closed Session and Evaluative Process

Enriching and accelerating learning

RICHFIELD
PUBLIC SCHOOLS

Questions/Comments

Enriqueciendo y acelerando el aprendizaje

INFORMATION AND PROPOSALS – NON-ACTION ITEMS **Agenda Item III.C.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Commendations

RPS commends RMS 8th grader player Irving Needleman, who has earned a prestigious spot playing trombone in the Minnesota Band Directors Association 7-8 Jazz Honor Band. He is the only student representing Richfield Public Schools and one of just three trombonists selected statewide—a remarkable accomplishment! Congratulations to Irving Needleman! You make RPS proud.

RPS would also like to commend the group of RHS Band and Choir students who recently performed as members of the 2025 Tri-Metro All Conference Music Festival. Congratulations to these musicians for their outstanding effort and achievement!

- Leila Connolly
- Isa-Belle Davila-Simeone
- Craig Edwards
- Jackson Krautkramer
- Samantha Krueger
- Hunter Madison
- Philesha Pfeifer
- Madeleine Pham
- Cameron Spencer
- Jonas Taylor
- Rose Thompson
- Jonathan Vazquez Coyote

Employee Appreciation Days
The week of February 3-7 is National School Counselor Week. School counselors support students in exploring their abilities, strengths, interests and talents. They help families further the academic, career and social/emotional development of their students. They are an integral part of the educational process that enables all students to achieve success in school. Thank you to our school counselors!

CONSENT AGENDA – FOR ACTION **Agenda Item IV.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Routine Matters

(Recommended by the superintendent)

That the board of education approve the attached routine business items.

Attachments:

1. Minutes of the Regular Meeting held January 21, 2025
   - Disbursements from the January 21, 2025 Meeting
   - Checks & E-pay Register from the January 21, 2025 Meeting
   - Superintendent's Report and Agenda Meeting Minutes from January 21, 2025
2. General Disbursements as of 1/25/24 in the Amount of $628,656.14
   - Disbursements for the February 3, 2025 Meeting
   - Checks & E-pay Register for the February 3, 2025 Meeting
3. Investment Holdings
   - Investment Holdings as of January 27, 2025

E-PAYS, PCARDS & CHECKS FOR 01/21/2025 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks	1/6/2025	20,531.91
	1/8/2025	628,907.95
	1/10/2025	453,725.25
	1/14/2025	35,462.69
P-Cards DECEMBER 2024	1/4/2025	32,633.82
E-Pays	1/3/2025	5,467.93

CHECK REGISTER BANK 05 TOTAL =	**1,176,729.55**

BREAKDOWN		
01-206-00		209,107.60
02-206-00		4,038.34
03-206-00		560,370.98
04-206-00		18,972.99
06-206-00		350,000.00
07-206-00		-
18-206-00		-
20-206-00		33,662.52
21-206-00		577.12
47-206-00		-
	BANK TOTAL =	**1,176,729.55**

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	V614406	01/03/2025	ERIC ANDERSON	R	21.31
01	V614407	01/03/2025	MATTHEW ARNOLD	R	70.00
01	V614408	01/03/2025	MICHELLE L AXELL	R	70.00
01	V614409	01/03/2025	ERICA T BARLOW	R	70.00
01	V614410	01/03/2025	TIMOTHY BRACKETT	R	366.96
01	V614411	01/03/2025	MARY L CLARKSON	R	70.00
01	V614412	01/03/2025	RACHEL U CORNES	R	44.37
01	V614413	01/03/2025	LATANYA R DANIELS	R	70.00
01	V614414	01/03/2025	KRISTI A DINGMAN	R	23.32
01	V614415	01/03/2025	PETER J FITZPATRICK	R	40.00
01	V614416	01/03/2025	MICHELE FLUHR FRASER	R	22.15
01	V614417	01/03/2025	RACHEL GENS	R	70.00
01	V614418	01/03/2025	AREND J GEURINK	R	70.00
01	V614419	01/03/2025	JAMES A GILLIGAN	R	70.00
01	V614420	01/03/2025	CHRISTINA M GONZALEZ	R	70.00
01	V614421	01/03/2025	AMY E HAGER	R	70.00
01	V614422	01/03/2025	KEVIN D HARRIS	R	40.00
01	V614423	01/03/2025	MICHAEL G HARRIS	R	70.00
01	V614424	01/03/2025	JONATHAN W HEYER	R	70.00
01	V614425	01/03/2025	STEPHANIE M HEYER-WALSH	R	41.20
01	V614426	01/03/2025	JAMES L HILL	R	40.00
01	V614427	01/03/2025	JESSICA M HOFFMAN	R	40.00
01	V614428	01/03/2025	CRAIG D HOLJE	R	70.00
01	V614429	01/03/2025	ETHAN J HOLLIS	R	385.00
01	V614430	01/03/2025	ERIN M HUBER	R	136.40
01	V614431	01/03/2025	SHERYL M P JUENEMANN	R	126.13
01	V614432	01/03/2025	LESLIE K KEGAN	R	76.00
01	V614433	01/03/2025	DANIEL E KRETSINGER	R	70.00
01	V614434	01/03/2025	JENNIFER KRUEGER	R	185.00
01	V614435	01/03/2025	ANOOP KUMAR	R	40.00
01	V614436	01/03/2025	NOEMI LOPEZ-DEL VALLE	R	21.87
01	V614437	01/03/2025	JOHN M LORENZINI	R	70.00
01	V614438	01/03/2025	COLLEEN M MAHONEY	R	70.00
01	V614439	01/03/2025	MICHAEL A MANNING	R	70.00
01	V614440	01/03/2025	DANIEL P MCGINN	R	40.00
01	V614441	01/03/2025	DOUG R MCMEEKIN	R	70.00
01	V614442	01/03/2025	KENT D MEYER	R	70.00
01	V614443	01/03/2025	KATRINA L MORGAN	R	40.00
01	V614444	01/03/2025	ERIN H NEILON	R	120.27
01	V614445	01/03/2025	STEPHANIE NICHOLS	R	45.00
01	V614446	01/03/2025	ROBERT G OLSON	R	40.00
01	V614447	01/03/2025	TANYA R OLSON	R	66.80
01	V614448	01/03/2025	LAURA B OTTERNESS	R	70.00
01	V614449	01/03/2025	JAMES R PADDOCK	R	89.21
01	V614450	01/03/2025	CHRISTOPHER A PETERSON	R	70.00
01	V614451	01/03/2025	CASSANDRA QUAM	R	70.00
01	V614452	01/03/2025	RENEE C REED-KARSTENS	R	40.00
01	V614453	01/03/2025	AMANDA SAUER	R	22.99
01	V614454	01/03/2025	ASHLEY SCHAEFER	R	70.00
01	V614455	01/03/2025	CHRISTIAN SCHEMPP	R	40.00
01	V614456	01/03/2025	AMY B SKARE-KLECKER	R	70.00
01	V614457	01/03/2025	JOSEPH D SOBRASKE	R	99.93
01	V614458	01/03/2025	NANCY J STACHEL	R	70.00
01	V614459	01/03/2025	JUSTIN STEELE	R	70.00
01	V614460	01/03/2025	ANGELA TAYLOR	R	70.00
01	V614461	01/03/2025	STACY THEIEN-COLLINS	R	70.00
01	V614462	01/03/2025	MICHELLE T THOEMKE	R	169.80
01	V614463	01/03/2025	VLADIMIR S TOLEDO	R	40.00

01	V614464	01/03/2025	STEVEN P UNOWSKY	R	270.00
01	V614465	01/03/2025	CARRIE A VALA	R	70.00
01	V614466	01/03/2025	MARIA VALDEZ	R	144.03
01	V614467	01/03/2025	JENNIFER K SMITH	R	70.00
01	V614468	01/03/2025	REBECCA S WALD	R	40.00
01	V614469	01/03/2025	ALEXANDER WARD	R	70.00
01	V614470	01/03/2025	MICHELLE R WHITESIDE	R	82.00
01	V614471	01/03/2025	KASYA L WILLHITE	R	70.00
01	V614472	01/03/2025	KELLY L WOODS	R	70.00
01	V614473	01/03/2025	AUBREE M YUNKER	R	118.19
01	V2502112	01/04/2025	P-CARD BAIRD LISA	R	3,751.58
01	V2502113	01/04/2025	P-CARD BARLOW ERICA	R	3,582.83
01	V2502114	01/04/2025	P-CARD BLUMA, MEGAN BOLLIG	R	474.35
01	V2502115	01/04/2025	P-CARD BROWN MATTHEW	R	561.65
01	V2502116	01/04/2025	P-CARD BRUNNER PATTI	R	530.28
01	V2502117	01/04/2025	P-CARD CARUSO MATTHEW	R	441.16
01	V2502118	01/04/2025	P-CARD CRUZ ESTEVA JENNIFER	R	1,603.36
01	V2502119	01/04/2025	P-CARD EDWARDS NATHAN	R	597.78
01	V2502120	01/04/2025	P-CARD GEURINK AREND	R	1,612.90
01	V2502121	01/04/2025	P-CARD HUERTA-ANAYA ALICIA	R	762.84
01	V2502122	01/04/2025	P-CARD KRETSINGER DAN	R	4,283.62
01	V2502123	01/04/2025	P-CARD LEIKNES LISA	R	493.52
01	V2502124	01/04/2025	P-CARD LEWIS JENNIFER	R	1,373.30
01	V2502125	01/04/2025	P-CARD LUNDY MICHELLE	R	1,480.70
01	V2502126	01/04/2025	P-CARD MAHONEY COLLEEN	R	297.94
01	V2502127	01/04/2025	P-CARD MANNING MICHAEL	R	615.47
01	V2502128	01/04/2025	P-CARD MCCLENDON LAURA	R	137.94
01	V2502129	01/04/2025	P-CARD MCGINN DAN	R	46.49
01	V2502130	01/04/2025	P-CARD MORALES LIZETTE	R	4,479.81
01	V2502131	01/04/2025	P-CARD PETERSON CHRIS	R	1,504.49
01	V2502132	01/04/2025	P-CARD SACHER GRACE	R	583.07
01	V2502133	01/04/2025	P-CARD SETZER ALEXIS	R	61.58
01	V2502134	01/04/2025	P-CARD SKARE-KLECKER AMY	R	627.84
01	V2502135	01/04/2025	P-CARD SMITH DANE	R	148.90
01	V2502136	01/04/2025	P-CARD STACHEL NANCY	R	854.89
01	V2502137	01/04/2025	P-CARD VALLEY JENNIFER	R	5.00
01	V2502138	01/04/2025	P-CARD VENTURA PEREZ RAMIRO	R	186.72
01	V2502139	01/04/2025	P-CARD WILLHITE KASYA	R	1,107.77
01	V2502140	01/04/2025	P-CARD WOODS KELLY	R	279.33
01	V2502141	01/04/2025	P-CARD YUNKER AUBREE	R	146.71
01	313826	01/06/2025	CDW GOVERNMENT INC	R	1,595.00
01	313827	01/06/2025	HERITAGE CRYSTAL CLEAN INC	R	99.60
01	313828	01/06/2025	HOPE CHURCH	R	15,522.06
01	313829	01/06/2025	LIMBLE SOLUTIONS, INC.	R	240.49
01	313830	01/06/2025	MOORHEAD AREA PUBLIC SCHOOLS	R	2,207.79
01	313831	01/06/2025	SCHMITT MUSIC	R	866.97
01	313832	01/08/2025	ARVIG ENTERPRISES INC	R	1,307.90
01	313833	01/08/2025	BCN TELECOM, INC TBS	R	921.92
01	313834	01/08/2025	BEST PLUMBING SPECIALTIES, INC.	R	431.94
01	313835	01/08/2025	BRENDON J BUSHMAN	R	40.00
01	313836	01/08/2025	BSI MECHANICAL, INC.	R	1,370.80
01	313837	01/08/2025	CDW GOVERNMENT INC	R	48,710.00
01	313838	01/08/2025	CENTURYLINK	R	49.72
01	313839	01/08/2025	CEP ART & DESIGN	R	144.00
01	313840	01/08/2025	CINTAS CORPORATION NO 2	R	143.41
01	313841	01/08/2025	CITY OF RICHFIELD	R	1,873.42
01	313842	01/08/2025	COMCAST BUSINESS	R	425.93
01	313843	01/08/2025	CULLIGAN SOFT WATER	R	10.95
01	313844	01/08/2025	DIGITAL INSURANCE LLC	R	3,607.00

01	313845	01/08/2025	EDUCATORS BENEFIT CONSULTANTS LLC	R	524.33
01	313846	01/08/2025	HAWKINS INC	R	4,151.16
01	313847	01/08/2025	HILLYARD MINNEAPOLIS	R	446.37
01	313848	01/08/2025	HOME DEPOT U.S.A.	R	453.93
01	313849	01/08/2025	ICS CONSULTING, LLC - 138006	R	350,000.00
01	313850	01/08/2025	IMPROVE YOUR TOMORROW, INC.	R	2,775.00
01	313851	01/08/2025	IN THE HEART OF THE BEAST (HOBT)	R	400.00
01	313852	01/08/2025	HIPPIE DOG	R	250.00
01	313853	01/08/2025	KIDCREATE STUDIO	R	228.00
01	313854	01/08/2025	KINECT ENERGY INC	R	558.00
01	313855	01/08/2025	LEXIA LEARNING SYSTEMS LLC	R	4,400.00
01	313856	01/08/2025	LIFESAVER FIRE PROTECTION LLC	R	2,939.20
01	313857	01/08/2025	LOFFLER COMPANIES	R	13,895.74
01	313858	01/08/2025	LULO LIBROS INC.	R	2,330.28
01	313859	01/08/2025	MAXORPLUS, LTD	R	32,436.14
01	313860	01/08/2025	METROPOLITAN TILE & MARBLE, INC.	R	1,369.39
01	313861	01/08/2025	MINNESOTA DEPARTMENT OF EDUCATION	R	260.92
01	313862	01/08/2025	MINUTEMAN PRESS EDINA	R	121.14
01	313863	01/08/2025	MPLS PUBLIC SCHOOL SPECIAL DIST 1	R	3,475.78
01	313864	01/08/2025	MUSKA ELECTRIC CO.	R	4,522.72
01	313865	01/08/2025	NEI ELECTRIC, INC.	R	714.70
01	313866	01/08/2025	NEW LIFE ENTERPRISE	R	992.00
01	313867	01/08/2025	PHOENIX SCHOOL COUNSELING	R	5,592.62
01	313868	01/08/2025	REED BEHAVIORAL HEALTH LLC	R	1,440.00
01	313869	01/08/2025	SHERWIN WILLIAMS CO	R	165.39
01	313870	01/08/2025	ST MARY UNIVERSITY	R	560.00
01	313871	01/08/2025	SWANK MOTION PICTURES, INC.	R	1,588.00
01	313872	01/08/2025	TAFFE SARAH ANN	R	9,750.00
01	313873	01/08/2025	TWIN CITY TRANSPORTATION	R	123,136.86
01	313874	01/08/2025	VERIZON WIRELESS	R	360.09
01	313875	01/08/2025	XCEL ENERGY	R	33.20
01	313876	01/10/2025	ANNIES FROZEN YOGURT	R	87.00
01	313877	01/10/2025	BRAND FARMS	R	1,800.00
01	313878	01/10/2025	CENTURYLINK	R	71.00
1	313879	01/10/2025	CONTEMPORARY TRANSPORTATION LLC	R	7,065.00
01	313880	01/10/2025	CUB FOODS	R	125.09
01	313881	01/10/2025	DICKS SANITATION SERVICE, INC (DSI)	R	7,567.96
01	313882	01/10/2025	HUBERT COMPANY, LLC	R	2,566.77
01	313883	01/10/2025	INTERMEDIATE DISTRICT 287	R	623.32
01	313884	01/10/2025	MTN-METROPOLITAN TRANSP NETWORK	R	428,541.05
01	313885	01/10/2025	NEWS 2 YOU INC	R	249.99
01	313886	01/10/2025	RODRIGUEZ EMBROIDERY INC	R	476.42
01	313887	01/10/2025	RYAN JEANNIE M	R	971.28
01	313888	01/10/2025	SMARTSENSE BY DIGI	R	134.07
01	313889	01/10/2025	TIERNEY CONSULTING LLC	R	3,400.00
01	313890	01/10/2025	TRIO SUPPLY COMPANY	R	46.30
01	313891	01/14/2025	DIRTY DOG PRODUCTIONS LLC	R	27.64
01	313892	01/14/2025	HENNEPIN COUNTY TREASURER	R	20.00
01	313893	01/14/2025	ISD 271 JEFFERSON HIGH SCHOOL	R	450.00
01	313894	01/14/2025	LEXIA LEARNING SYSTEMS LLC	R	32,250.00
01	313895	01/14/2025	WIESE USA, INC.	R	2,715.05
			TOTAL EPAYS, PCARDS & CHECKS		**1,176,729.55**

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*

Tuesday, January 21, 2025
7 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 Tuesday, January 21, 2025 in the boardroom at the Richfield Public Schools District Office. Chair Carter called the regular board meeting to order at 7 p.m. with the following school board members in attendance: Banks Kupcho, Liss, Pollis and Spencer. Cole was not able to attend.

Administrators present were Superintendent Unowsky and Executive Director Clarkson. Student representatives Tania Brackenridge and Vanessa Rosas Miguel were present.

II. REVIEW AND APPROVAL OF THE AGENDA

Motion by Spencer, seconded by Banks Kupcho, and unanimously carried, the board of education approved the agenda.

III. INFORMATION AND PROPOSALS - NON-ACTION ITEMS

A. Public Comment
B. Superintendent Update
    1. Extended Learning Presentation
    2. Board Goals Check-In

Banks Kupcho left the meeting at 7:58 p.m.

C. Commendation

IV. CONSENT AGENDA

A. Routine Matters
    1. Minutes of the Organizational Meeting held January 6, 2025
    2. General Disbursements as of 1/14/25 in the Amount of $1,176,729.55
    3. Year-to-Date Finance Update
B. Personnel Items

Certified Full-Time Retirement
Christine Awbrey - Math Interventionist – STEM Elementary
Effective: 6/7/2025

Yrs. of Service: 24

Certified Full-Time Resignation
Michael Miller – Health Teacher – Richfield Middle School
Effective: 1/21/2025
Yrs. of Service: 0.5

Classified Full-Time Paraprofessional Employment Termination
Antonia Iguanero Lopez - Special Education – Centennial Elementary School
Yrs of Service: 1.25
Effective: 01/10/2025

Motion by Pollis, seconded by Liss, and unanimously carried, the board of education approved the consent agenda.

V. OLD BUSINESS

A. Draft Administrative Guideline 926.3: Language Access Plan - second read
B. Policy 524: Promotion, Retention and Acceleration & Administrative Guideline 524.1 - second read

VI. NEW BUSINESS

A. 2025 Represent a School Assignments

Motion by Pollis, seconded by Spencer, and unanimously carried, the board of education approved the assignments.

B. 2025 Board Liaison Assignments

Motion by Pollis, seconded by Spencer, and unanimously carried, the board of education approved the assignments.

C. Policy 585: Student Surveys & Administrative Guideline 585.1 - first read
D. Donations

Motion by Pollis, seconded by Liss, and unanimously carried, the board of education accepted the donations with gratitude.

VII. ADVANCE PLANNING

A. Legislative Update
B. Information and Questions from Board
C. Suggested/Future Agenda Items
D. Future Meeting Dates

2-3-2025	7 p.m.	Regular Board Meeting
*Tuesday, 2-18-2025	7 p.m.	Regular Board Meeting - Public Comment

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

Motion by Pollis, seconded by Spencer, and unanimously carried, the board of education moved into closed session at 8:21 p.m. Attending the closed session were Carter, Liss, Pollis and Spencer. Superintendent Unowsky was also present.

IX. REOPEN MEETING

Motion by Pollis, seconded by Spencer, and unanimously carried, the board of education moved into open session at 8:30 p.m. with the following board members present: Carter, Liss, Pollis and Spencer. Superintendent Unowsky was also present.

X. ADJOURN REGULAR MEETING

Chair Carter adjourned the meeting at 8:31 p.m.

CHECK RUNS & E-PAYS
02/03/2025 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks	1/15/2025	324,834.94
	1/21/2025	6,360.00
	1/22/2025	245,923.70
	1/24/2025	44,468.80
	1/25/2025	6,644.44
E-Pays	1/16/2025	424.26
CHECK REGISTER BANK 05 TOTAL =		**628,656.14**

BREAKDOWN	
01-206-00	401,865.46
02-206-00	67,119.37
03-206-00	13,738.42
04-206-00	11,258.67
06-206-00	25,234.38
07-206-00	5,000.00
18-206-00	-
20-206-00	103,452.38
21-206-00	987.46
47-206-00	-
BANK TOTAL =	**628,656.14**

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	313896	01/15/2025	ALERUS RETIREMENT AND BENEFITS	R	888.60
01	313897	01/15/2025	ALVIN ZACHERY	R	95.00
01	313898	01/15/2025	AMINGA, ESTHER	R	11.85
01	313899	01/15/2025	ANDERSON, LONNIE ALLEN	R	95.00
01	313900	01/15/2025	AI TECHNOLOGIES LLC	R	240.00
01	313901	01/15/2025	BIX FRUIT COMPANY	R	10,241.80
01	313902	01/15/2025	BCBS OF MINNESOTA & BLUE PLUS	R	9,588.00
01	313903	01/15/2025	BOND TRUST SERVICES CORP	R	475.00
01	313904	01/15/2025	BOTSFORD CODY W	R	247.20
01	313905	01/15/2025	BUREAU OF EDUCATION & RESEARCH	R	1,120.00
01	313906	01/15/2025	CATALYST BUYING GROUP LLC	R	369.34
01	313907	01/15/2025	CDW GOVERNMENT INC	R	51,227.96
01	313908	01/15/2025	CINTAS CORPORATION NO 2	R	143.41
01	313909	01/15/2025	COMCAST BUSINESS	R	556.98
01	313910	01/15/2025	CONSOLIDATED COMMUNICATIONS	R	3,233.11
01	313911	01/15/2025	CONTINENTAL RESEARCH CORP	R	219.93
01	313912	01/15/2025	DREPAUL NERICA	R	11.85
01	313913	01/15/2025	ECM PUBLISHERS INC	R	134.40
01	313914	01/15/2025	EGAN DANIEL	R	67.00
01	313915	01/15/2025	FASTENAL INDUSTRIAL	R	39.84
01	313916	01/15/2025	FASTEST LABS OF BLOOMINGTON	R	280.00
01	313917	01/15/2025	FREEBURG RYAN	R	162.00
01	313918	01/15/2025	WW GRAINGER INC	R	317.97
01	313919	01/15/2025	HANSON MICHAEL	R	30.00
01	313920	01/15/2025	HARRIS DENNIS	R	95.00
01	313921	01/15/2025	HENNEPIN COUNTY TREASURER	R	4,624.93
01	313922	01/15/2025	HILLYARD MINNEAPOLIS	R	9,826.29
01	313923	01/15/2025	HOOKS, DESMOND	R	162.00
01	313924	01/15/2025	HOPE CHURCH	R	15,522.06
01	313925	01/15/2025	HOWARD PHILLIP	R	134.00
01	313926	01/15/2025	HUGHES, DENNIS SCOTT	R	95.00
01	313927	01/15/2025	IIX INSURANCE INFORMATION EXCHANGE	R	45.80
01	313928	01/15/2025	INNOVATIVE OFFICE SOLUTIONS LLC	R	2,486.51
01	313931	01/15/2025	KEMPS LLC	R	8,125.17
01	313932	01/15/2025	LAMONT FONDERN	R	134.00
01	313933	01/15/2025	LAST DANIEL	R	95.00
01	313934	01/15/2025	LOFFLER	R	994.64
01	313935	01/15/2025	MALLOY MONTAGUE KARNOWSKI & RADO	R	14,790.00
01	313936	01/15/2025	MANIRATH, ALIYAH	R	11.85
01	313937	01/15/2025	MAXORPLUS, LTD	R	57,720.72
01	313938	01/15/2025	MCDONOUGH'S SEWER SERVICES, INC.	R	4,094.75
01	313939	01/15/2025	MN NONPUBLIC SCHL ACCREDITING ASSOC	R	175.00
01	313940	01/15/2025	MOORE CHARLES	R	95.00
01	313941	01/15/2025	MRI SOFTWARE LLC	R	81.00
01	313942	01/15/2025	MWJR GRAPHICS LLC	R	765.00
01	313943	01/15/2025	NAPA AUTO PARTS	R	112.67
01	313944	01/15/2025	NORTH CENTRAL INTERNATIONAL, LLC	R	4,133.99
01	313945	01/15/2025	OKEY CHRIS	R	267.80
01	313946	01/15/2025	ONEBRIDGE BENEFITS INC.	R	5,283.00
01	313947	01/15/2025	PAN O GOLD BAKING CO	R	1,182.25
01	313948	01/15/2025	PARKER NINA	R	11.85
01	313949	01/15/2025	PAYDHEALTH	R	5,779.17
01	313950	01/15/2025	PIKET, JOSEPH	R	28.00
01	313951	01/15/2025	PITNEY BOWES BANK PURCHASE POWER	R	2,400.00
01	313952	01/15/2025	PITNEY BOWES INC	R	111.00
01	313953	01/15/2025	PLUNKETT'S /VARMENT GUARD	R	1,159.37
01	313954	01/15/2025	PREMIUM WATERS INC	R	39.00
01	313955	01/15/2025	PROFESSIONAL WIRELESS COMMUNICATION	R	1,831.52

01	313956	01/15/2025	RICHFIELD ICE ARENA	R	16,996.45
01	313957	01/15/2025	RIES ROBERT A	R	67.00
01	313958	01/15/2025	RYAN JEANNIE M	R	971.28
01	313959	01/15/2025	SAFEWAY DRIVING SCHOOL	R	8,970.00
01	313960	01/15/2025	SCOTT DESTINY	R	95.00
01	313961	01/15/2025	SIMS ISAIAH L	R	67.00
01	313962	01/15/2025	SOURCEWELL	R	3,330.00
01	313963	01/15/2025	SQUIRES, WALDSPURGER & MACE, P.A.	R	1,576.48
01	313964	01/15/2025	STATE SUPPLY COMPANY	R	154.08
01	313965	01/15/2025	SULLIVAN THOMAS W	R	95.00
01	313966	01/15/2025	TAYLOR BRANDON	R	95.00
01	313967	01/15/2025	THOMPSON MARGARET	R	11.85
01	313968	01/15/2025	TOLL COMPANY	R	13.64
01	313969	01/15/2025	TRANSPORTATION PLUS, INC.	R	624.00
01	313970	01/15/2025	TRIO SUPPLY COMPANY	R	2,486.46
01	313971	01/15/2025	UNITED HEALTHCARE/AARP MEDICARE RX	R	92.20
01	313972	01/15/2025	UNITED HEARTHCARE /AARP MEDICARE RX	R	92.20
01	313973	01/15/2025	UNITEDHEALTHCARE	R	590.91
01	313974	01/15/2025	UPPER LAKES FOODS	R	39,485.60
01	313975	01/15/2025	VAN DYK JORDAN	R	67.00
01	313976	01/15/2025	VARSITY ATHLETIC APPAREL, INC	R	2,602.50
01	313977	01/15/2025	VINKEMEIER JEFFREY	R	95.00
01	313978	01/15/2025	WETHINGTON, AUDREY	R	123.60
01	313979	01/15/2025	WETHINGTON, MADELINE	R	61.80
01	313980	01/15/2025	WILLIAM V MACGILL & CO	R	38.51
01	313981	01/15/2025	WOLD ARCHITECTS AND ENGINEERS	R	13,734.38
01	313982	01/15/2025	ZAYO GROUP HOLDINGS	R	10,088.42
01	V614474	01/16/2025	ANGELA M FISH	R	15.01
01	V614475	01/16/2025	KAREN GAVILAN-TEPOZTECO	R	8.36
01	V614476	01/16/2025	JESSICA M HOFFMAN	R	48.24
01	V614477	01/16/2025	JENNIFER KRUEGER	R	43.42
01	V614478	01/16/2025	JOHN M LORENZINI	R	125.00
01	V614479	01/16/2025	ERIN H NEILON	R	89.38
01	V614480	01/16/2025	MONICA PINTO-MOE	R	24.79
01	V614481	01/16/2025	ANGELA TAYLOR	R	22.02
01	V614482	01/16/2025	MICHELLE R WHITESIDE	R	7.49
01	V614483	01/16/2025	KASYA L WILLHITE	R	40.55
01	313983	01/21/2025	SKATEVILLE INC	R	2,130.00
01	313984	01/21/2025	SKATEVILLE INC	R	2,190.00
01	313985	01/21/2025	SKATEVILLE INC	R	2,040.00
01	313986	01/22/2025	ADVANCED COMMERCIAL KITCHENS	R	412.75
01	313987	01/22/2025	ALL STATE COMMUNICATIONS INC	R	2,000.00
01	313988	01/22/2025	ALLIED PROFESSIONALS, INC.	R	948.75
01	313989	01/22/2025	ANDERSON SHEILA K	R	47.40
01	313990	01/22/2025	ASTLEFORD INTERNATIONAL	R	37.04
01	313991	01/22/2025	BERRY COFFEE COMPANY INC.	R	696.34
01	313992	01/22/2025	BRAND FARMS	R	1,800.00
01	313993	01/22/2025	BURKSTRAND MICHAEL	R	82.00
01	313994	01/22/2025	CANON USA	R	4,674.02
01	313995	01/22/2025	CAPTIVATE MEDIA & CONSULTING	R	1,540.50
01	313996	01/22/2025	CEDAR SMALL ENGINE	R	118.48
01	313997	01/22/2025	COMCAST	R	404.93
01	313998	01/22/2025	DREPAUL NERICA	R	11.85
01	313999	01/22/2025	ECM PUBLISHERS INC	R	104.00
01	314000	01/22/2025	EHLERS & ASSOCIATES	R	4,525.00
01	314001	01/22/2025	ESX TECHNOLOGY SOLUTIONS, LLC	R	90.00
01	314002	01/22/2025	FORTIER SEAN	R	27.82
01	314003	01/22/2025	GARCIA ERIKA	R	27.82
01	314004	01/22/2025	GOVENAT DIANE	R	27.82

01	314005	01/22/2025	GRAHAM THOMAS	R	99.92
01	314006	01/22/2025	WW GRAINGER INC	R	110.16
01	314007	01/22/2025	GROUP MEDICAREBLUE RX	R	8,140.00
01	314008	01/22/2025	HOLT JAMES B JR	R	95.00
01	314009	01/22/2025	IDEAL ENERGIES SOLAR LEASE 2021,LLC	R	7,715.32
01	314010	01/22/2025	INTERMEDIATE DISTRICT 287	R	126,767.13
01	314011	01/22/2025	JOHNSTON, TANYA	R	27.82
01	314012	01/22/2025	JW PEPPER & SON INC	R	39.99
01	314013	01/22/2025	LULO LIBROS INC.	R	611.75
01	314014	01/22/2025	LYNDSLEY KEVIN KAR	R	134.00
01	314015	01/22/2025	MACKIN BOOK COMPANY	R	807.55
01	314016	01/22/2025	MADISON NATIONAL LIFE INS CO INC	R	18,231.84
01	314017	01/22/2025	MANIRATH, ALIYAH	R	11.85
01	314018	01/22/2025	MAXORPLUS, LTD	R	37,854.15
01	314019	01/22/2025	MAYER CHAD	R	51.50
01	314020	01/22/2025	MAYER VALERIE	R	51.50
01	314021	01/22/2025	MIDWEST BUS PARTS INC	R	81.96
01	314022	01/22/2025	MTI DISTRIBUTING CO	R	3,328.48
01	314023	01/22/2025	NAPA AUTO PARTS	R	322.53
01	314024	01/22/2025	NAVARRO RAYMOND	R	134.00
01	314025	01/22/2025	NORTH CENTRAL INTERNATIONAL, LLC	R	882.44
01	314026	01/22/2025	NUSS TRUCK & EQUIPMENT	R	2,950.00
01	314027	01/22/2025	POINT LOMA NAZARENE UNIVERSITY	R	1,500.00
01	314028	01/22/2025	POMPS TIRE SERVICE	R	966.26
01	314029	01/22/2025	RICHFIELD SOCCER ASSOCIATION	R	870.00
01	314030	01/22/2025	SCHOOL SERVICE EMPLOYEES UNION	R	8,242.22
01	314031	01/22/2025	SOLLIE DUANE A	R	27.82
01	314032	01/22/2025	STOESZ MAUREEN	R	27.82
01	314033	01/22/2025	TAYLOR JASON	R	51.50
01	314034	01/22/2025	THOMPSON MARGARET	R	11.85
01	314035	01/22/2025	THUROW STEPHANIE J	R	400.00
01	314036	01/22/2025	TRIMARK MARLINN LLC	R	1,210.36
01	314037	01/22/2025	LAMAR WILLIS	R	95.00
01	314038	01/22/2025	UNITED STATES TREASURER	R	200.00
01	314039	01/22/2025	UPPER LAKES FOODS	R	114.90
01	314040	01/22/2025	VSP INSURANCE CO. (CT)	R	3,430.68
01	314041	01/22/2025	WALZ CHRISTINE M	R	51.50
01	314042	01/22/2025	ALLSTATE PETERBILT OF S ST PAUL	R	125.56
01	314043	01/22/2025	WORLD FUEL SERVICES, INC.	R	1,482.12
01	314044	01/22/2025	XCEL ENERGY	R	995.70
01	314045	01/22/2025	YOUNG BRANDON CRAIG	R	95.00
01	314046	01/24/2025	CUSTOM EDUCATION SOLUTIONS INC	R	179.50
01	314047	01/24/2025	DECKER EQUIPMENT INC	R	133.71
01	314048	01/24/2025	EDEN PRAIRIE HIGH SCHOOL	R	100.00
01	314049	01/24/2025	ENVIRONMENTAL PLANT SERVICES, INC.	R	28,530.00
01	314050	01/24/2025	GROTH MUSIC COMPANY	R	35.00
01	314051	01/24/2025	SHUTTERFLY LIFETOUCH, LLC	R	1,346.16
01	314052	01/24/2025	MASP	R	40.00
01	314053	01/24/2025	MINNESOTA DEPARTMENT OF EDUCATION	R	367.00
01	314054	01/24/2025	MINUTEMAN PRESS EDINA	R	374.43
01	314055	01/24/2025	NEW PRAGUE SCHOOLS	R	175.00
01	314056	01/24/2025	STEVE WEISS MUSIC INC	R	95.00
01	314057	01/24/2025	SUNDE LAND SURVEYING, LLC	R	11,500.00
01	314058	01/24/2025	THREE RIVERS PARK DISTRICT	R	1,395.00
01	314059	01/24/2025	WOODCRAFT	R	198.00
01	314060	01/25/2025	BSN SPORTS, LLC	R	2,480.40
01	314061	01/25/2025	REALITYWORKS, INC.	R	4,164.04
			TOTAL CHECKS & EPAY REGISTER		**628,656.14**

RICHFIELD PUBLIC SCHOOLS

Investment Holdings as of
January 27, 2025

Description	Matures	Rate	Cost	General Operating	2024A Cap Fac Bond	2018A Bond	OPEB Bond
GOLDMAN SACHS GOVERNMENT MONEY MARKET		4.96%	4,364,648.98	-	-	-	4,364,648.98
Federated Institutional Tax-Free Cash Trust		3.54%	286,816.47	-	-	286,816.47	-
Western Alliance Bank	03/03/25	5.07%	239,450.00	-	239,450.00	-	-
CHARLES SCHWAB BANK SSB	03/13/25	4.95%	237,434.50	237,434.50	-	-	-
Farmers and Merchants Union Bank	03/18/25	4.95%	237,950.00	237,950.00	-	-	-
Cornerstone Bank	03/18/25	4.96%	237,900.00	237,900.00	-	-	-
EagleBank	03/18/25	5.12%	237,550.00	237,550.00	-	-	-
Oakwood Bank	05/01/25	5.05%	237,650.00	-	237,650.00	-	-
CIBM Bank	06/02/25	5.03%	236,700.00	-	236,700.00	-	-
Great Midwest Bank, S.S.B.	06/30/25	4.13%	227,400.00	-	-	-	227,400.00
ELGA CREDIT UNION	06/30/25	4.13%	226,750.00	-	-	-	226,750.00
TREASURY BILL	07/10/25	4.18%	999,739.31	999,739.31	-	-	-
FREDDIE MAC	09/23/25	1.60%	287,372.71	-	-	-	287,372.71
US TREASURY N/B	09/30/25	4.41%	621,742.19	-	-	-	621,742.19
US TREASURY N/B	09/30/25	4.22%	748,874.02	748,874.02	-	-	-
Susquehanna Community Bank	10/02/25	4.25%	240,900.00	240,900.00	-	-	-
KS STATEBANK / KANSAS STATE BANK OF MANHA	11/10/25	4.75%	212,900.00	-	-	-	212,900.00
MN TRUST TERM SERIES	01/07/26	4.82%	3,000,000.00	3,000,000.00	-	-	-
MNTrust TERM SERIES	01/26/26	4.25%	2,000,000.00	2,000,000.00	-	-	-
MN TRUST TERM SERIES	05/18/26	4.70%	1,000,000.00	1,000,000.00	-	-	-
US TREASURY N/B	09/30/26	4.34%	789,398.44	-	-	-	789,398.44
FIRST INTERNET BANK OF INDIANA	09/30/26	4.00%	209,500.00	-	-	-	209,500.00
BANK HAPOALIM	10/01/26	4.45%	206,700.00	-	-	-	206,700.00
STRIPS	11/15/26	4.19%	499,807.02	499,807.02	-	-	-
Total Investments Held			**17,587,183.64**	**9,440,154.85**	**713,800.00**	**286,816.47**	**7,146,412.32**

ppd:Finance

Consent Agenda – For Action **Agenda Item IV.B.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting February 03, 2025

Subject: PERSONNEL ITEMS

(Recommended by the superintendent)

That the board of education approves the following personnel items:

Classified Management Full Time Resignation
Angelique Farnung – Payroll Manager – District Office
Effective: 1/31/2025
Yrs. Of Service: 1.5

Certified Full-Time Retirement
Kim Daraitis – Special Education Teacher – South Education Center
Effective: 6/6/2025
Yrs. Of Service: 32
Eudoro Olivares – Fourth Grade Teacher – Richfield Dual Language Elementary
Effective: 6/6/2025
Yrs. Of Service: 11

Classified Full-Time Paraprofessional for Employment
Noelle Olson - Special Education – Centennial Elementary
Effective: 01/22/2025

Classified Part-Time Food and Nutrition Services for Employment
Edelia Coyote Tenango - Kitchen Assistant – Richfield High School
Effective: 01/21/2025

Classified Full-Time Facilities and Transportation Retirement
Patrick Kielty - Head Custodian – Richfield Dual Language Elementary
Effective: 07/02/2025
Yrs. Of Service: 40

Classified Full-Time Paraprofessional Retirement
Genet Eshete - Special Education – Richfield STEM Elementary
Effective: 06/05/2025
Yrs. of Service: 27

Classified Full-Time Paraprofessional Extended Probationary Termination
Ashton Robinson - Special Education – Richfield High School
Yrs of Service: 1.25

Effective: 01/17/2025

OLD BUSINESS – FOR ACTION **Agenda Item V.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Language Access Plan

(Recommended by the superintendent)

Passage upon a third read of Draft Administrative Guideline 926.3: Language Access Plan.

A change to Minnesota statute requires the board to approve a language access plan that specifies the District's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. This must be approved by the 2025-2026 school year and reviewed by the board every two years.

The proposed administrative guideline will be associated with Policy 926: Public Relations/Involvement since most of the procedures are related to schoolwide and districtwide communications and events. The drafted guideline details the procedures that are ***already in place*** in RPS to ensure effective two-way communication with students and families who prefer to use a language other than English.

The guideline has been reviewed by the Communications Department, Student Support Services Department, and the Richfield Latino Family Association.

Attachments:
Draft Administrative Guideline 926.3: Language Access Plan (English version)
Draft Administrative Guideline 926.3: Language Access Plan (Spanish version)
Policy 926: Public Relations/Involvement (for reference)

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

LANGUAGE ACCESS PLAN

I. GENERAL STATEMENT OF PURPOSE

Richfield Public Schools views multilingualism as a strength and is committed to effectively communicating with all students, staff and families. This Language Access Plan provides procedures to ensure effective two-way communication with students and families who prefer to use a language other than English.

II. BILINGUAL STAFFING

Richfield Public Schools strives to employ staff members who speak the languages that are most spoken by our student population. Approximately 15% of current RPS staff members are bilingual in English and Spanish, with many additional staff members with some proficiency.

RPS is committed to maintaining at least one staff member who is bilingual in English and Spanish at every RPS school site (the South Education Center has access to bilingual staff as needed from the District or from in-building partners). The Central Education Center, each of the four RPS elementary schools, Richfield Middle School and Richfield High School each have several additional bilingual staff members, including at least one outreach worker per building who is bilingual in English and Spanish in order to fully engage our Spanish-speaking students and parents/guardians in the RPS community. The District also employs an outreach worker who is bilingual in English and Somali. Outreach workers are trained on best practices related to interpretation to ensure ethical and appropriate experiences for students and families.

Richfield Dual Language School, Richfield Middle School and Richfield High School all offer dual language immersion programming in Spanish and English taught by fully bilingual staff members.

III. INTERPRETATION PROCEDURES

The District will use trained or certified spoken language interpreters for communication with parents/guardians who speak a language other than English when discussing topics related to student academic outcomes, progress and placement of students in specialized programs and services. This may take place at conferences, special education meetings, other parent/guardian meetings with staff, and phone conversations between staff and parents/guardians.

DRAFT

Staff members can request Spanish or Somali interpretation for a parent/guardian meeting through the following process:

1. For all Spanish interpreting requests, support should first be requested from the outreach worker(s) in the building. For Somali interpreting requests, support should first be requested from the districtwide Somali outreach worker.

2. Outreach workers should be provided at least four working days of notice for scheduled meetings where interpretation is needed. Outreach workers are expected to modify their schedules to meet the needs of families for planned meetings and for school-related activities. Building principals are expected to adjust the work hours of outreach workers to ensure that their hours are flexed.

3. In the event that the building outreach worker or districtwide Somali outreach worker is not available, please contact the director of student support services to request coverage from another outreach worker within the District.

4. The outreach worker should be provided with a brief overview of the meeting's purpose, and any documentation that needs interpretation should be provided in advance of the meeting.

5. Outreach workers have been trained on best practices for interpreting. Allow the outreach worker a few minutes at the beginning of the meeting to articulate their role as a neutral, word-for-word interpreter. The outreach worker is solely there to interpret.

For meetings or events requiring more than one interpreter or languages other than Spanish or Somali (including American Sign Language), staff can contact the following agencies to provide interpreters:

- Kim Tong Translation Service
- ARCH Intelligere - Propio
- Multilingual Word
- University Language Center

For on-demand over-the-phone interpreting or on-demand video remote interpreting, staff can contact ARCH Intelligere - Propio using the assigned school phone number and user code.

Each building has an assigned budget to cover costs of interpretation that is based on historical usage, student enrollment counts, and the percentage of families who speak a language other than English. Buildings are expected to manage their own budgets and ensure the funds are not overspent. Any request for additional funds

DRAFT

outside of the allocated building budget should be submitted to the director of student support services.

Interpretation for meetings and phone calls related to special education services has additional documentation requirements. All records must include the student's name and the purpose of the meeting/call to reflect services related to the student's IEP. Special education lead teachers are responsible for ensuring that these services get documented appropriately and verify the information on invoices before they are sent to the District Office for coding and processing.

IV. TRANSLATION PROCEDURES

All districtwide and schoolwide communications to parents/guardians will be distributed in both English and Spanish. Parents/guardians can indicate their language preference both through the student enrollment process and in the settings of the parent/guardian communication platform used by the District. Important or complex communications will be manually translated into Spanish. Simple or short communications may rely on auto-translation. Languages other than Spanish will be auto-translated from English into the language the parent/guardian selects.

Documents that will be communicated districtwide will be translated through the District Office. Buildings are responsible for school-specific translations. Larger and more complicated written translations can be completed by the district translation coordinator following the approval of the director of student support services. Staff can request written translation for a communication they will be sending by following this procedure:

1. All written Spanish translation requests must be made using the designated online form.

2. The requested document must be attached in an editable format.

3. For written translation requests for languages other than Spanish, please contact the director of student support services for approval.

V. DISSEMINATION OF INFORMATION

This administrative guideline will be published on the District website and included in each school's handbook.

VI. BIENNIAL REVIEW

The board must review this administrative guideline every two years and update the language access plan as appropriate.

DRAFT

Legal References:
Minn. Stat. 123B.32 (Language Access Plan)

Dated: 2/3/2025

DRAFT

ESCUELAS PÚBLICAS DE RICHFIELD

GUÍAS ADMINISTRATIVAS

PLAN DE ACCESO A IDIOMAS

I. DECLARACIÓN GENERAL DE PROPÓSITO

Las Escuelas Públicas de Richfield ven el multilingüismo como una fortaleza y están comprometidas a comunicarse efectivamente con todos los estudiantes, el personal y las familias. Este plan del acceso de la lengua proporciona procedimientos para asegurar la comunicación bidireccional eficaz con los estudiantes y las familias que prefieren utilizar una lengua con excepción del inglés.

II. PERSONAL BILINGÜE

Las Escuelas Públicas de Richfield se esfuerzan por emplear a miembros del personal que hablen los idiomas más hablados por nuestra población estudiantil. Aproximadamente el 15% de los miembros actuales del personal de RPS son bilingües en inglés y español, con muchos miembros adicionales del personal con cierta competencia.

RPS se ha comprometido a mantener por lo menos un miembro del personal que es bilingüe en inglés y español en cada sitio RPS (el Centro de Educación del Sur tiene acceso a personal bilingüe, según sea necesario desde el Distrito o de socios en el edificio). El Centro de Educación Central, cada una de las cuatro escuelas primarias de RPS, Richfield Middle School y Richfield High School tienen varios miembros adicionales del personal bilingüe, incluyendo al menos un trabajador de extensión por edificio que es bilingüe en inglés y español con el fin de involucrar plenamente a nuestros estudiantes de habla hispana y los padres / tutores en la comunidad de RPS. El Distrito también emplea a un enlace familiar que es bilingüe en inglés y somalí. Los enlace familiares del distrito están entrenados en las mejores prácticas relacionadas con la interpretación para asegurar experiencias éticas y apropiadas para los estudiantes y las familias.

Richfield Dual Language School, Richfield Middle School y Richfield High School ofrecen programas de inmersión dual en español e inglés impartidos por personal bilingüe.

III. PROCEDIMIENTOS DE INTERPRETACIÓN

El distrito utilizará a intérpretes entrenados o certificados de la lengua hablada para la comunicación con los padres/los guardas que hablan una lengua con excepción de inglés al discutir asuntos relacionados con resultados académicos

DRAFT

del estudiante, progreso y la colocación de estudiantes en programas y servicios especializados. Esto puede tener lugar en conferencias, reuniones de educación especial, otras reuniones de padres/tutores con el personal y conversaciones telefónicas entre el personal y los padres/tutores.

Los miembros del personal pueden solicitar interpretación en español o somalí para una reunión de padres/tutores a través del siguiente proceso:

1. Para todas las solicitudes de interpretación al español, se debe solicitar primero el apoyo de enlace familiar del edificio. Para las solicitudes de interpretación en somalí, primero se debe solicitar apoyo de enlace familiar somalí del distrito.

2. Se deberá avisar a los enlace familiares con al menos cuatro días hábiles de antelación para las reuniones programadas en las que se necesite interpretación. Se espera que los enlace familiares modifiquen sus horarios para satisfacer las necesidades de las familias en las reuniones programadas y en las actividades relacionadas con la escuela. Se espera que los directores de los centros ajusten el horario de trabajo de los trabajadores de divulgación para garantizar la flexibilidad de sus horarios.

3. En caso de que el enlace familiar del edificio o el enlace familiar somalí de todo el distrito no esté disponible, comuníquese con el director de servicios de apoyo estudiantil para solicitar la cobertura de otro enlace familiar dentro del distrito.

4. El enlace familiar debe recibir una breve descripción general del propósito de la reunión, y cualquier documentación que necesite interpretación debe entregarse antes de la reunión.

5. Los enlace familiares han recibido formación sobre las mejores prácticas de interpretación. Dedique unos minutos al principio de la reunión para explicar su papel como intérprete neutral, palabra por palabra. Los enlaces familiares están allí únicamente para interpretar.

Para reuniones o actos que requieran más de un intérprete o idiomas distintos del español o el somalí (incluido el lenguaje de signos americano), el personal puede ponerse en contacto con las siguientes agencias para que proporcionen intérpretes:

- Kim Tong Translation Service
- ARCH Intelligere - Propio
- Palabra Multilingüe
- Centro de Idiomas de la Universidad

DRAFT

Para la interpretación telefónica a petición o la interpretación a distancia por vídeo a petición, el personal puede ponerse en contacto con ARCH Intelligere - Propio utilizando el número de teléfono de la escuela y el código de usuario asignados.

Cada edificio tiene asignado un presupuesto para cubrir los costes de interpretación que se basa en el uso histórico, el número de alumnos matriculados y el porcentaje de familias que hablan un idioma distinto del inglés. Se espera que los edificios gestionen sus propios presupuestos y se aseguren de que los fondos no se gastan en exceso. Cualquier solicitud de fondos adicionales fuera del presupuesto asignado al edificio deberá presentarse al director de servicios de apoyo al estudiante.

La interpretación para reuniones y llamadas telefónicas relacionadas con los servicios de educación especial tiene requisitos de documentación adicionales. Todos los registros deben incluir el nombre del alumno y el propósito de la reunión/llamada para reflejar los servicios relacionados con el IEP del alumno. Los profesores jefes de educación especial son responsables de garantizar que estos servicios se documenten adecuadamente y de verificar la información de las facturas antes de que se envíen a la Oficina del Distrito para su codificación y procesamiento.

IV. PROCEDIMIENTOS DE TRADUCCIÓN

Todas las comunicaciones del distrito y de la escuela a los padres/tutores se distribuirán tanto en inglés como en español. Los padres/tutores pueden indicar su preferencia de idioma tanto a través del proceso de inscripción del estudiante como en la configuración de la plataforma de comunicación para padres/tutores utilizada por el Distrito. Las comunicaciones importantes o complejas se traducirán manualmente al español. Las comunicaciones sencillas o breves se traducirán automáticamente. Los idiomas que no sean el español se traducirán automáticamente del inglés al idioma que seleccione el padre/tutor.

Los documentos que se comuniquen a todo el distrito se traducirán a través de la Oficina del Distrito. Los edificios son responsables de las traducciones específicas de cada escuela. Las traducciones escritas más extensas y complicadas pueden ser realizadas por el coordinador de traducción del distrito previa aprobación del director de servicios de apoyo al estudiante. El personal puede solicitar traducción escrita para una comunicación que vaya a enviar siguiendo este procedimiento:

1. Todas las solicitudes de traducción escrita al español deben realizarse utilizando el formulario en línea designado.

2. El documento solicitado debe adjuntarse en un formato editable.

DRAFT

3. Para las solicitudes de traducción escrita a otros idiomas distintos del español, póngase en contacto con el director de los servicios de apoyo al estudiante para su aprobación.

V. DIFUSIÓN DE LA INFORMACIÓN

Esta directriz administrativa se publicará en el sitio web del Distrito y se incluirá en el manual de cada escuela.

VI. REVISIÓN BIENAL

El consejo debe revisar esta directriz administrativa cada dos años y actualizar el plan de acceso lingüístico según corresponda.

Referencias legales:
Minn. Stat. 123B.32 (Plan de acceso al idioma)

Fechado: 2/3/2025

DRAFT

RICHFIELD PUBLIC SCHOOLS

PUBLIC RELATIONS/INVOLVEMENT

I. GENERAL STATEMENT OF POLICY

The board of education believes it is the responsibility of each board member, as well as each employee of Richfield Public Schools to actively communicate in a way that highlights the educational experiences in the District and promotes effective partnerships between school, home and the community.

The board believes that residents have a right to know what is occurring in their public school system; that board members and all school administrators have an obligation to systematically and adequately inform all stakeholders; and that the District will benefit from providing residents with information, good and bad, directly from the system itself.

The board of education also recognizes the value of parent, student, and community involvement at the building and district level to enhance and support school effectiveness, student achievement and positive public relationships. In order to facilitate a collaborative partnership, the board, working through the administration, is committed to:

II. OBJECTIVES OF PUBLIC RELATIONS/INVOLVEMENT PROGRAM

A. To maintain an effective two-way communication system between the District and its various stakeholders, which promotes:

   1. Dissemination of accurate, timely information about school policies, programs, procedures, achievements, decisions, and critical issues;

   2. Interpretation of decisions and actions;

   3. Elimination of rumors and misinformation;

   4. Programs and practices designed to provide an open climate which will elicit ideas, suggestions, and reactions from the community and employees alike; and

   5. An effective working relationship with the news media.

B. To provide for coordination of the District's communication efforts.

C. To develop and maintain an organizational environment where all District staff members are aware that they share the responsibility for communication of school policies, programs and activities to students, parents, residents, the

educational community and others who have an interest in Richfield Public Schools.

D. To allocate human and financial resources to support a public relations program based on need and the availability of resources.

E. To provide for the periodic review and evaluation of districtwide two-way communication efforts.

III. LIMITATIONS OF PUBLIC RELATIONS/INVOLVEMENT PROGRAM

The board of education authorizes the expenditure of funds for the purpose of preparing and distributing information to the general public to explain the instructional program, operation and maintenance of the schools of the District: Provided, that nothing contained herein shall be construed to authorize preparation and distribution of information to the general public for the purpose of advocating on behalf of a candidate for elected office or to influence the outcome of a school district election.

IV. ADVISORY COMMITTEES IN PUBLIC RELATIONS/INVOLVEMENT PROGRAM

The board of education recognizes the value of including parent, student, and community representatives on advisory committees at the school and district level. Such committees must operate within clearly defined parameters that are consistent with the mission, goals, and policies of Richfield Public Schools. The superintendent is authorized to develop administrative guidelines pertaining to the organization and operation of advisory committees.

V. SURVEYS AND FEEDBACK IN PUBLIC RELATIONS/INVOLVEMENT PROGRAM

On a periodic basis, the board of education will solicit community input regarding matters of board concern through such means as written surveys, phone surveys, and focus group discussions, designed and conducted in a way that ensures reasonable accuracy. Following board review, a summary of the input received will be shared with the public.

VI. RESPONSIBILITY FOR IMPLEMENTATION

The overall responsibility for developing and maintaining an effective public relations/involvement program rests with the superintendent. The superintendent is directed to develop administrative guidelines to carry out the intent of this policy. Responsibility for effective implementation is shared among the superintendent, board of education, and all District employees.

CROSS REFERENCES:
Board Policy 107: Electronic Use and Communications
Board Policy 208: Open Meetings and Closed Meetings
Board Policy 203: Organization of the Board of Education

RATIFIED BY THE BOARD OF EDUCATION: November 1, 1999
REVISED BY THE BOARD OF EDUCATION: March 5, 2007; October 16, 2017; May 1, 2023
REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: March 1, 2004; October 16, 2017

OLD BUSINESS – FOR ACTION **Agenda Item V.B.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Promotion, Retention and Acceleration

(Recommended by the superintendent)

Passage upon a third read of Policy 524: Promotion, Retention and Acceleration & Administrative Guideline 524.1. The policy provides guidance about students moving from one grade level to the next. The guideline gives further detail about when students may be considered for retention in a grade level, accelerating to through grade levels more quickly, and/or advanced academics or enrichment programming.

The policy and guideline have been reviewed by the Teaching & Learning Department, and suggested changes are included.

Attachments:
Policy 524: Promotion, Retention and Acceleration - redlined
Administrative Guideline 524.1 - redlined
MSBA Model Policy 513: Student Promotion, Retention, and Program Design

RICHFIELD PUBLIC SCHOOLS

PROMOTION, RETENTION AND ACCELERATION

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, families and students regarding student promotion, retention, and acceleration.

II. GENERAL STATEMENT OF POLICY

Because the ~~public schools of the District~~Richfield Public Schools ~~are~~ is dedicated to the best total and continuous development of each student enrolled, the professional staff is expected to place students at the instructional level for which they are best suited academically, socially and emotionally.

III. DEFINITIONS

A. Promotion
Promotion is the system of students moving from grade level to the next grade level in school.

B. Retention
Retention is the practice of repeating an academic year of school.

C. Acceleration
Acceleration is the practice of moving students through traditional curriculum at a rate faster than is typical. Acceleration can include single subject acceleration (e.g. learning fifth grade math as a fourth grader), grade skipping (e.g. going from first to third grade), early entrance to kindergarten, compacted curriculum or classes (e.g. learning all sixth grade math standards and half of seventh grade math standards in a single year), or college-credit bearing courses at high school (e.g. College in the Schools, Advanced Placement).

D. Twice-exceptional
The term "twice-exceptional", also referred to as 2E, is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement, and who also give evidence of one or more disabilities as defined by federal or state eligibility criteria (National Association of Gifted Children [NAGC]).

IV. PROGRAM DESIGN

A. Students will normally progress annually from grade to grade through achievement or by working toward meeting the goals set in the student's individualized education program (IEP). ~~a special education~~

~~program and described in the considered when,~~ This determination is made through ~~in~~ the judgment of the professional staff, and such decisions are made in the best educational interest of the ~~pupils~~ students involved. ~~-~~Any consideration for retention or acceleration will involve consultation with the student's parent/guardian and the professional staff, but the final decision will rest with the superintendent or designee ~~school administration~~. ~~-~~The ~~Superintendent~~ superintendent is directed to establish regulations for retention or acceleration of students to ~~insure~~ ensure the required consultation with parents/guardians and the necessary involvement of various professional staff members leading to such decisions.

B. The ~~School~~ District will develop guidelines for assessing and identifying students for participation in advanced academics, including enrichment and acceleration programs ~~gifted and talented programs~~. The guidelines will include the use of multiple objective criteria; assessments that are based on current theory and research; assessments and procedures that are sensitive to historically under-represented groups including, but not limited to, students of color, English learners, students of limited economic means, and twice-exceptional students.

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

Cross References:
Board Policy 501: Early Entrance to Kindergarten

RATIFIED BY THE BOARD OF EDUCATION: ~~-~~April 7, 1997

REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: ~~-~~December 17, 2001~~,~~; May 1, 2017

~~CROSS REFERENCE: Board Policy 501 Initial Entrance into the School System~~

REVISED BY THE BOARD OF EDUCATION: ~~-~~November 18, 2019

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: Not Italic

Formatted: Indent: Left: 0", Hanging: 0.5", Line spacing: At least 12 pt, Tab stops: 0", Left + 0.5", Left + 1", Left + 1.5", Left + 2", Left + 2.5", Left + 3", Left + 3.5", Left + 4", Left + 4.5", Left + 5", Left + 5.5", Left + 6", Left + 6.5", Right + 7", Left + 7.5", Left + 8", Left + 8.5", Left + 9", Left + 9.5", Left + 10", Left + 10.5", Left + 11", Left + 11.5", Left + Not at 1.88"

Formatted: Font: Italic

Formatted: Left

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

PROMOTION, RETENTION AND ACCELERATION

The administrative guidelines below provide direction regarding promotion, retention, and acceleration in Richfield Public Schools and are consistent with Board Policy 524.

I. DEFINITIONS

A. Promotion
Promotion is the system of students moving from grade level to the next grade level in school.

B. Retention
Retention is the practice of repeating an academic year of school.

C. Acceleration
Acceleration is the practice of moving students through traditional curriculum at a rate faster than is typical. Acceleration can include single subject acceleration (e.g. learning fifth grade math as a fourth grader), grade skipping (e.g. going from first to third grade), early entrance to kindergarten, compacted curriculum or classes (e.g. learning all sixth grade math standards and half of seventh grade math standards in a single year), or college-credit bearing courses at high school (e.g. College in the Schools, Advanced Placement).

D. Twice-exceptional
The term "twice-exceptional", also referred to as 2E, is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement, and who also give evidence of one or more disabilities as defined by federal or state eligibility criteria (National Association of Gifted Children [NAGC]).

E. Enrichment
Enrichment consists of activities that add to, deepen, or go beyond the existing curriculum ~~(National Association of Gifted Children [NAGC])~~.

F. Intervention
An intervention is a specific and intentional educational opportunity ~~which~~ that provides students with the support they need to acquire a certain skill needed to be successful at grade level.

II. GUIDELINES

The ~~Board~~ board of ~~Education~~ education expects all students to achieve at acceptable levels of proficiency~~, thereby being~~ and therefore be promoted to the next grade level at the completion of each school year. ~~Parental~~ Parent/guardian ~~assistance~~support, enrichment and intervention programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school. There can be exceptions to annual grade level promotion, when these exceptions are in the best educational interest of the student. Parents/guardians~~,~~ and teachers should initiate the process for student promotion, retention, or acceleration.

A student's readiness for promotion, retention, ~~or~~ or ~~acceleration must be considered.

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

B. Retention
Retention of a student is not supported by research in most cases and is rarely recommended. Retention of a student will only be considered in extreme instances when school and ~~district~~ District professionals~~,~~ are in close collaboration with parents/guardians, utilizing multiple data points to determine it is in the best social, emotional, and academic interest of the student.~~;~~ ~~further~~Further, it must be determined that the student is likely, if retained, to achieve and maintain academic and/or social proficiencies at grade level or above throughout their schooling. Physical development and health, maturity, emotional factors, birthdate, and family situation (such as sibling grade level) shall be considered along with academic achievement. ~~The~~ The superintendent shall make the final determination, and that decision will be deemed final.

C. Acceleration
The ~~school district~~ District will implement guidelines for assessing and identifying students for participation in ~~talent development~~enrichment programs, advanced academics, and acceleration. ~~The~~ The guidelines will ~~utilize the use of~~use:

~~i.~~1. Multiple objective criteria;
~~ii.~~2. Assessments and procedures that are valid, reliable, fair, and based on current theory and research. ~~Procedures~~ Procedures will be sensitive to under-

Formatted: Numbered + Level: 4 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 1.75" + Indent at: 2"

represented groups of students, including, but not limited to, students of color, English learners, twice-exceptional students, and students of limited economic means.

~~iii.~~3. The ~~school district~~ District will implement procedures for academic acceleration of academically advanced students. The acceleration process is a collaborative effort between ~~school d~~District staff and family, including parents/guardians and, when developmentally appropriate, from the student. ~~-~~The procedures will include a plan on how the ~~school d~~District will match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student. ~~-~~These procedures include, but are not limited to:

~~iv.~~a. Differentiation in the student's core or grade level class

~~v.~~b. Subject or course acceleration

If full subject acceleration is implemented through a sequential content area, a plan must be created that accommodates the potential for continued sequential implementation beyond the year that the subject acceleration is instituted. Teachers and families will work with the building administrator and the ~~Superintendent~~ superintendent or ~~Designee~~ designee to create a plan that is beneficial for the student.

~~vi.~~c. Full grade level acceleration

The ~~school d~~District recognizes that, in rare cases, some students demonstrate the great need for grade level acceleration. Grade level acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas. ~~-~~In these cases, full grade level acceleration may be considered. ~~-~~Teachers and families will work with the building administrator and the ~~Superintendent~~ superintendent or ~~Designee~~ designee to create a plan that is beneficial for the student.

Formatted: Numbered + Level: 4 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 1.75" + Indent at: 2"

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, … + Start at: 1 + Alignment: Left + Aligned at: 2" + Indent at: 2.25"

Formatted: Indent: Left: 0.13"

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, … + Start at: 1 + Alignment: Left + Aligned at: 2" + Indent at: 2.25"

Formatted: Indent: Left: 2.25"

Formatted: Indent: Left: 1.88"

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, … + Start at: 1 + Alignment: Left + Aligned at: 2" + Indent at: 2.25"

Formatted: Indent: Left: 2.25"

Dated: April 7, 1997

Revised: November 18, 2019

Adopted: _____ *MSBA/MASA Model Policy 513*
Orig. 1995
Revised: _____ *Rev. 2024~~3~~*

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Promotion

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

B. Retention

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

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness.~~the World's Best Workforce~~.

2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:

   a. multiple objective criteria; and

   b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should

be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:

   a. assess a student's readiness and motivation for acceleration; and

   b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

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

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

OLD BUSINESS – FOR REVIEW **Agenda Item V.C.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Student Surveys

(Recommended by the superintendent)

A second read of Policy 585: Student Surveys & Administrative Guideline 585.1. This policy establishes requirements for student surveys that are conducted by the District across multiple buildings and/or grade levels. The administrative guideline presents the process for students to opt out of taking a survey.

The policy and guideline have been reviewed by the Communications Department and will also be reviewed by the Student Support Services Department.

Suggested changes have been included for clarity and to adhere to District branding and style guidelines.

Attachments:
Policy 585: Student Surveys - redlined
Administrative Guideline 585.1 - redlined
MSBA Model Policy 520: Student Surveys

RICHFIELD PUBLIC SCHOOLS

STUDENT SURVEYS

I. PURPOSE

The purpose of this policy is to establish the parameters related to student surveys conducted in Richfield Public Schools.

II. GENERAL STATEMENT OF POLICY

The ~~school d~~District may conduct surveys of students to support schools, school district improvement and student engagement. Surveys conducted in Richfield Public Schools must follow the defined approval process. The ~~school d~~District will follow applicable federal regulations in conducting any survey of students that is a part of any program funded through the United States Department of Education. The ~~school d~~District will not impose an academic or other penalty upon a student who opts out of participating in a survey.

III. DEFINITIONS

A. Confidential ~~Data~~ data means data about a person that is accessible only to representatives of the ~~school d~~District who have a need to know the information in order to do their jobs. Confidential data is not available to the data subject.

B. Student survey for the purpose of this policy means student surveys conducted by the ~~school d~~District, implemented across multiple buildings and/or multiple grade levels.

C. Student survey for the purpose of this policy does not mean surveys conducted at one grade level, one class level, or by student groups.

IV. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, ~~or~~ national origin, or any other protected class.

C. Although the survey is conducted anonymously, the potential exists for personally identifiable information to be provided in response thereto. ~~–~~ To the extent that personally identifiable information of a student is contained in ~~his or her~~their responses to a survey, the ~~school d~~District will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

D. Inspection

The ~~school d~~District will make all instructional materials available for inspection by students~~,~~ and parents~~, or/~~ guardians.

E. The ~~school d~~District will notify parents/guardians about student surveys using a variety of methods that may include text, email, and/or web posts~~(i.e. website, email, blackboard notification)~~ to be administered during the school year with sufficient time, a least two weeks in advance of the survey, to allow for parental review as defined in this policy. The notice will include the grade levels to be surveyed, the purpose of the survey, the opt-out process, and a way for parents/guardians to review all questions in the survey.

F. The ~~school d~~District will provide survey information and the opt-out form on the ~~school d~~District website.

G. The ~~school d~~District will maintain the survey results as confidential data on the students and will report the survey results in a way that does not allow for identification of individual student results.

H. The ~~school d~~District must not impose an academic or other penalty on a student who opts out of participating in a student survey.

V. STUDENT SURVEYS APPROVAL PROCESS

A. Student surveys conducted at the district level must be approved by the superintendent and will allow time for parent/guardian feedback and review as defined in this policy.

B. Student surveys conducted at the grade ~~or classroom~~ level must be approved by the principal or administrative designee. Surveys conducted in this fashion are subject to all of the rules in this policy related to confidentiality and information requested of students, and students must be informed of the purpose of the survey before it is administered.

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

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education~~, and~~ shall be available for inspection by the parents ~~or/~~ guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent/guardian, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent/guardian;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or;

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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

1. The policies adopted under Section VI.C. above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents/guardians of students enrolled in or served by the ~~school~~ D~~d~~istrict.

i. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

ii. The notice will provide parents/guardians with an opportunity to opt out of participation in the following activities:

a. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

b. The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section VI.B., above.

c. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

iii. The notice will advise students of the specific or approximate dates during the school year when the activities in Section VI.C.1.ii., above, are scheduled, or expected to be scheduled.

iv. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The ~~school d~~District must give parents/guardians and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The ~~school d~~District must inform parents/guardians at the beginning of the school year if the ~~district~~ District or school has identified specific or approximate dates for administering surveys and give parents/guardians reasonable notice of planned surveys scheduled after the start of the school year. ~~–~~ The ~~school d~~District must give parents/guardians direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e~~-~~mail, or another direct form of communication.

C. The ~~school d~~District must give parents/guardians the opportunity to review the survey and to opt their ~~students~~ children out of participating in the survey.

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

Cross References:
~~MSBA/MASA Model Policy 515 (~~Policy 581: Protection and Privacy of Pupil Records~~)~~
~~MSBA/MASA Model Policy 521 (~~Policy 505: Student Disability Nondiscrimination~~)~~
~~MSBA/MASA Model Policy 522 (~~Policy 506: Student Sex Nondiscrimination~~)~~

Formatted: Indent: Left: 0"

Formatted: Indent: Left: 0"

RATIFIED BY THE BOARD OF EDUCATION: July 17, 2006
REVISED BY THE BOARD OF EDUCATION: October 21, 2019

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

STUDENT SURVEYS

I. PURPOSE

The purpose of these administrative guidelines is to assist in the implementation of Board Policy 585~~—~~: Student Surveys.

II. DEFINITIONS

A. Confidential ~~Data~~ data means data about a person that is accessible only to representatives of ~~the school district~~Richfield Public Schools~~t~~ who have a need to know the information in order to do their jobs.~~–~~ Confidential data is not available to the data subject.

~~A.~~

B. Student surveys for the purpose of this policy means student surveys conducted by the ~~school d~~District.

III. PROCESS TO OPT OUT OF STUDENT SURVEY

A. The ~~school d~~District will notify parents/guardians each year in the fall about the ~~district~~ district-administered surveys and the opportunity they have to opt out their ~~student~~child.

~~A.~~

B. Parents/guardians must notify the building principal through mail, email or in person that they do not want their ~~student~~ child to participate in the survey.

~~B.~~

C. The principal will notify classroom teachers of students who have opted out and will be excluded from the ~~Student~~ student ~~Survey~~survey.

~~C.~~

D. The ~~school d~~District will not impose an academic or other penalty against a student who opts out of participating in a student survey under this policy.

Board Approved: October 21, 2019

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Indent: Left: 1", No bullets or numbering

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

STUDENT SURVEYS OPT OUT FORM

Student Opt-Out Form

If you ~~DO~~ dO NOT WANT your child to participate in the _____ survey, please sign this form and return it to the school office by _____

_____ I would prefer that my child NOT participate in the survey:

School Name: _____

Student Name:_____ Student Grade: _____

Parent/Guardian Signature:
_____

Date:_____

Do not return this form if your child will be taking the survey.

Adopted: _____ *MSBA/MASA Model Policy 520*
Orig. 1995
Revised: _____ *Rev. 2022*

520 STUDENT SURVEYS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code section 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations Part 99.

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

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

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a

student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code section 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other post-secondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and

public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply

to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

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

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

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

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

NEW BUSINESS - FOR ACTION **Agenda Item VI.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Bid Authorization – Richfield High School Toilet Room Renovation Project

(Recommended by the superintendent)

That the board of education authorize the administration to seek bids for the Richfield High School – 2025 Toilet Room Renovations

Background Information

The bids will be publicly opened on February 20, 2025 at 2:00 pm. After the bids are received, reviewed and qualified, we will be coming back to the board with a Recommendation to Award the Contract to the lowest responsible bidder.

Attached

Renovation Presentation
Ad for Bid

SECTION 00 11 13

ADVERTISEMENT FOR BIDS

Richfield High School 2025 Toilet Room Renovations
7001 Harriet Avenue South
Richfield, Minnesota 55423

Independent School District #280 will receive single prime sealed bids for Richfield High School 2025 Toilet Room Renovations until 2:00 p.m. local time on February 20, 2025 at the District Office, 401 West 70th Street, Door 26, Richfield, Minnesota 55423, at which time and place all bids will be publicly opened and read aloud.

A pre-bid meeting is scheduled for February 13, 2025 at 3:45 pm, at Richfield High School, meet at Door 4. Attendance at this meeting is highly recommended but not mandatory. Please bring proper identification with you for building access.

Bidding documents, including the Proposal Form, Drawings and Specifications, will be on file at the Minnesota Builders Exchange; McGraw Hill Construction/Dodge Plan Center; Reed Construction; iSqFt Plan Room (St. Paul, MN), The Blue Book Building and Construction Network; and from PlanWell at: https://order.e-arc.com/arcEOC/x_project.asp?de=6B2C93C6-032C-404A-9E33-4EE308E96118

This project includes: Renovation of three existing toilet rooms including all associated mechanical and electrical work.

American Reprographics Company, 4730 Park Glen Road, St. Louis Park, Minnesota 55416 (952) 697-8800, facsimile (952) 697-8803 will provide complete downloadable sets of the Bidding Documents to prospective bidders and subcontractors. The downloads will be available on or around February 4, 2025. A deposit check in the amount of $25 made out to ARC for each set downloaded via the internet at https://www.e-arc.com/location/st-louis-park/ and clicking on the PlanWell icon, then the Public Plan Room icon, select Richfield High School 2025 Toilet Room Renovations.

Make proposals on the bid forms supplied in the Project Manual. No oral, telegraphic or telephonic proposals or modifications will be considered. Submit with each bid, a certified check or acceptable bidder's bond payable to Independent School District #280 in an amount equal to five percent (5%) of the total bid. The successful bidder will be required to furnish satisfactory Labor and Material Payment Bond, and Performance Bond.

Bids may not be withdrawn within thirty (30) days after the scheduled time of opening bids, without the consent of the Owner. The Owner reserves the right to accept any bid or to reject any or all bids, or parts of such bids, and waive informalities or irregularities in bidding.

The Owner requires Substantial Completion of the project on or before August 22, 2025.

Board of Education
Independent School District #280

END OF SECTION 00 11 13

RICHFIELD PUBLIC SCHOOLS

Bid Authorization Update

Richfield High School Toilet Renovations

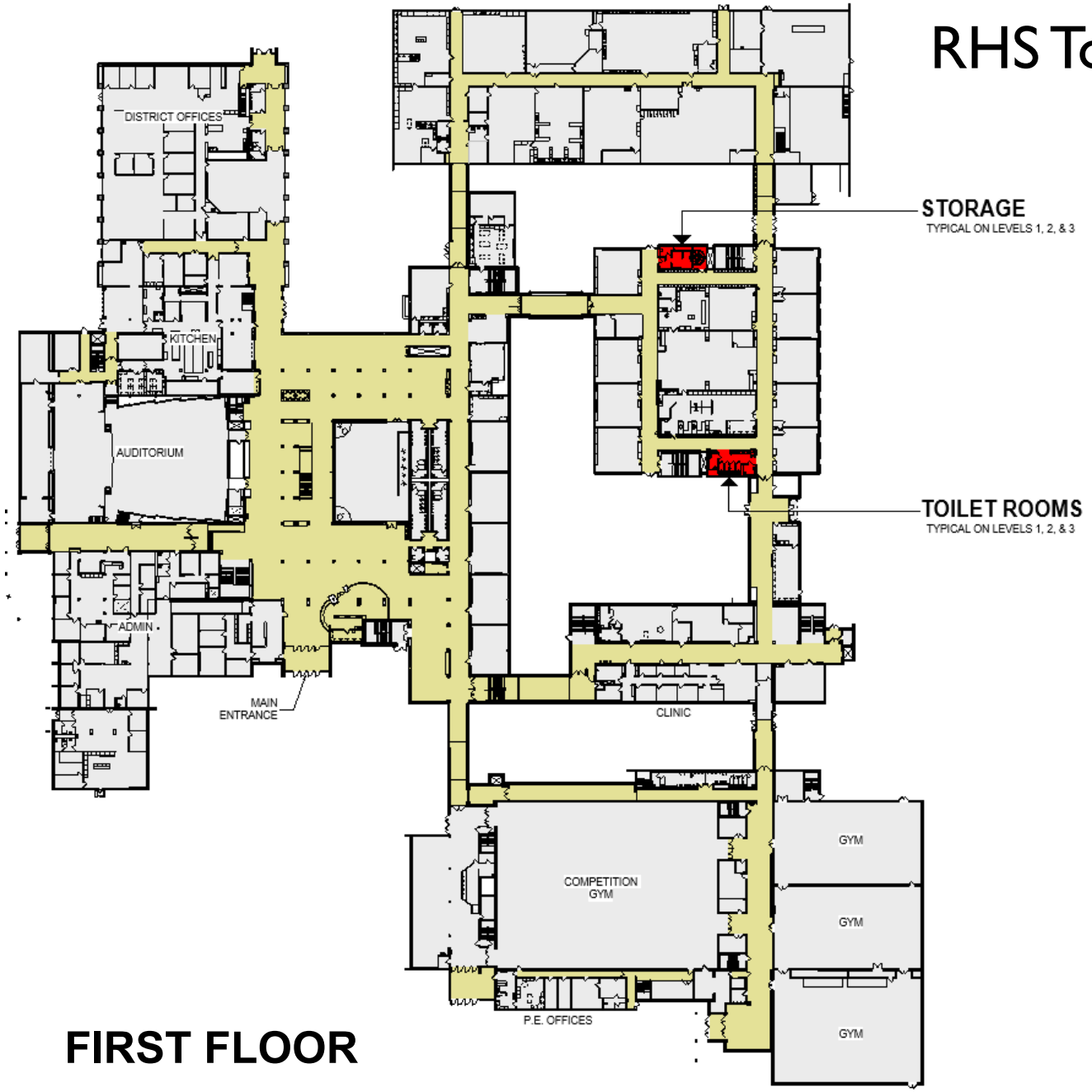
Board Presentation

February 03, 2025

RICHFIELD PUBLIC SCHOOLS

RHS Toilet Room Renovation

Building Diagram

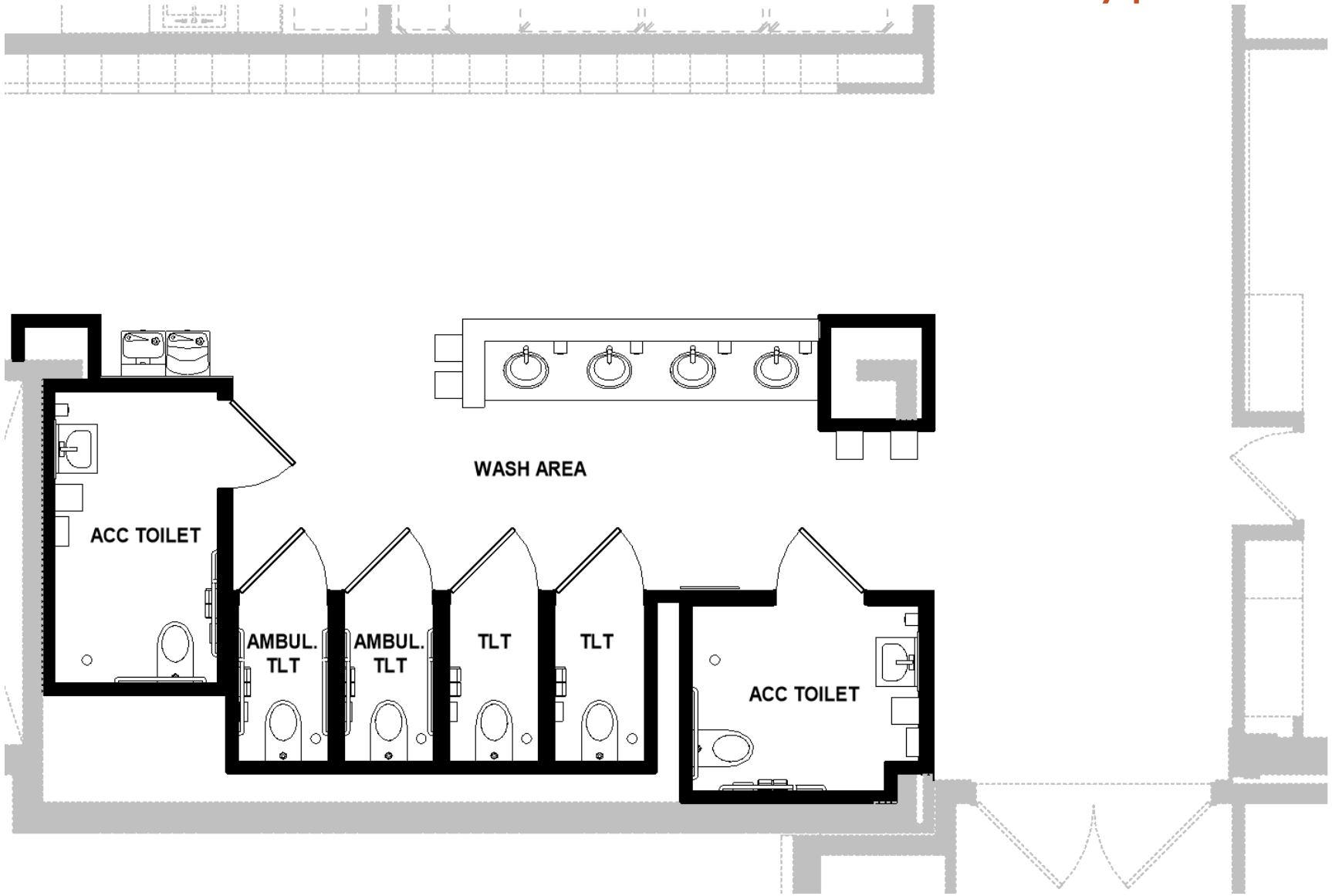


FIRST FLOOR

RICHFIELD PUBLIC SCHOOLS

RHS Toilet Room Renovation

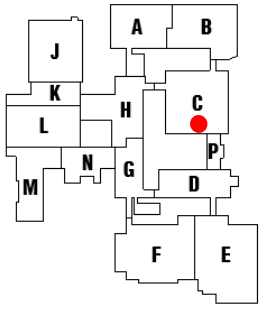
Typical Floor Plan



RICHFIELD PUBLIC SCHOOLS

RHS Toilet Room Renovation

Existing Toilet Room

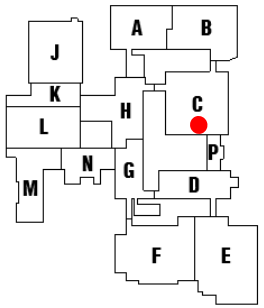




RICHFIELD PUBLIC SCHOOLS

RHS Toilet Room Renovation

Remodeled Toilet Room





RICHFIELD PUBLIC SCHOOLS

Thank You!

RICHFIELD
PUBLIC SCHOOLS

NEW BUSINESS – FOR ACTION **Agenda Item VI.B.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, Monday, February 3, 2025

SUBJECT: AUTHORIZATION FOR PURCHASE OF A PASSENGER VEHICLE

Recommended by the superintendent that the board of education authorize the business office to enter into an agreement for the purchase of (2) 90 passenger school buses using the Sourcewell purchasing contracts.

Background Information

We plan to purchase these type D school buses through capital funds. Quotes have been submitted from vendors for the purchase of capital equipment with capital funds. This evening's timely action by the school board should help us to receive the buses sometime within the upcoming year.

Decisions will be made regarding a direct purchase or lease purchase of the vehicles once delivery dates are identified and more specific information is available regarding specific capital and curriculum needs for the next budget cycles.

The following vehicles will be replaced:

- 2 - 90 Passenger IC RE Bus – To be determined upon delivery of new buses, depending on serviceability.

The following equipment will be purchased:

- 2 – 2026-2027 Thomas 90 Passenger Buses with A/C - $220,847.00 each
  $441,694.00

The new equipment details are listed in the board packet.

(Prepared by Dan Kretsinger & Craig Holje)

Customer Quotation

Prepared For:
RICHFIELD PUBLIC SCHOOLS
401 70TH STREET W DOOR 26
RICHFIELD, MN 55423

Prepared By :
I-STATE TRUCK CENTER - MN
MIKE BRACKER
612-387-6377

Quote Number:	Quote Date:	Customer Order No:
410292	11/21/2024	[CUSTOMER NO]

Model Profile: HDX2 380DS

Product Type:	School Transportation
Year:	2026/2027
Chassis Model:	CHSY
Chassis MFG:	THOS
GVWR:	GVWR
Passenger Capacity:	90
Headroom:	78
Wheelbase:	277
Brake Type:	AIR W/REAR AIR SUSPENSION (23K
Engine Type:	CUMMINS L9 300 DIESEL, 6 Cyl, 300 HP, 2200 RPM
Fuel Type:	DIESEL
Fuel Tank Capacity:	100
Transmission Type:	AUTOMATIC
Axle, Front:	13200-lb Capacity
Axle, Rear:	23000-lb Capacity
Tires, Front:	MICHELIN 11R22.5 16(H) PLY XZE2
Tires, Rear:	MICH 11R22.5 16(H) X MULT D+
Suspension Front:	HENDRICKSON AIR
Suspension Rear :	HENDRICKSON AIR

Total for 1 complete unit(s): **$ 220,847.00**
Delivery Cost: **INCLUDED**

Includes the Following Equipment:

BODY

ACCESSORIES

- 1 [H130900000] LOC-HDR.CERT.HLDER.SAF.EQU.DR
- 1 [H131100001] LOCKS-KEYED ALIKE #CH545
- 1 [H605600000] LUGGAGE RACK ALERT - NONE
- 1 [H607500000] HOLDER-CERTIFICATE 4"X 6"
- 1 [H607700000] LAYOUT-SEAT RAIL HOLES RS
- 1 [H607800000] LAYOUT-SEAT RAIL HOLES LS

CERTIFICATION/SAFETY

- 1 [FL-AA6-002] DOMICILED USA-EXCLUDING CALIFORNIA AND CARB OPT-IN STATES
- 1 [H103900000] FE-5 3A-40BC
- 1 [H107000001] REFLECTORS-AMBER(4) MID/FRT 3"
- 1 [H107100000] REFLECTORS-RED (4) RR/RR SI 3"
- 1 [H107200000] REFLECTORS-FRONT
- 1 [H107359002] HATCH-RF ESC ADV ENG GRAY (2)
- 1 [H108700002] HANDLES-W/S SERVICE, BLACK
- 1 [H110024MIN] KIT,FIRST AID 24 UNIT MINN.
- 1 [H110100000] KIT,BODYFLUID CLEANUP NAT.MIN.
- 1 [H110600000] LABEL-PASS ADVISOR INSTRUCTION
- 1 [H115900002] LOC-ENT DR COVER 10 UNIT BFC
- 1 [H116100002] LOC-RIGHT OF DRV SEAT 5LB FE
- 1 [H118400001] LOC-FIRST AVAIL STREET REF TRIA
- 1 [H122201000] CUTTER-SEAT BELT W/HAND GRIP
- 1 [H122400000] TRIANGLES-REFL. 3 W/BOX
- 1 [H122700000] BRACKET,MTG. REFL. TRIANGLES
- 1 [H124201001] MOTOR-XING ARM AIR,SPECIALTY

- 1 [H141700000] LOC-RS FRT BULKHEAD FAK
- 1 [H500001007] ACCUSTL, HTD, RMT, SS, RS EXTD
- 1 [H500304003] MIR-B EXT.CROSSVIEW HTD SS BK
- 1 [H500610001] SIGN-STOP, AIR FRONT FISA STROBE
- 1 [H500710001] SIGN-STOP, AIR REAR FISA STROBE
- 1 [H602400000] LABEL-VEHICLE CERTIFICATION
- 1 [H622300000] LABEL-GHG CERTIFICATION ENGLISH

DOORS

- 1 [H200301005] STEP-RS GALV.ENT.DR
- 1 [H200900001] REINF-SIDE DOOR JAMB
- 1 [H202900000] STEPWELL GUARD
- 1 [H203200000] REAR ENGINE DOOR W/O REV
- 1 [H300000000] HANDLE-INT SI DR BLACK
- 1 [H301600000] TRIM-30" SIDE DOOR 30"OPENING
- 1 [H302304007] DOOR-ENT AG2 STRM.TEMP/TEMP
- 1 [H302404000] PWR SYST.-AG2 AIR.ENT.DR.
- 1 [H303916000] RELEASE-NONE
- 1 [H304000000] PULL-ENTRANCE DOOR, NONE REQD
- 1 [H304100000] DOOR-SI EMERG LS CTR 30" OPG
- 1 [H305400000] HINGES-30"W SI DR PIN TYPE
- 1 [H305800001] LATCH-SGL-POINT,30"W SI DR
- 1 [H306101000] VANDALOCK-30" NONE REQUIRED
- 1 [H306600000] STOP-DOOR 30"W SI DR,1-POS
- 1 [H307400000] INT COLOR -30" SI DR GREY
- 1 [H307700002] INT COLOR -RR DOOR NONE
- 1 [H309001001] LATCH-DR INT STOR OVR DRVRSHDR
- 1 [H310601001] THRESHOLD 30" EMGERGENCY DOOR (1)
- 1 [H311900000] TRIM-ENTRANCE DOOR INTERIOR
- 1 [H312100001] PULL-SIDE EMERGENCY DOOR, INTR
- 1 [H602700000] PAD-DR HEADER, SI EMER 30"W
- 1 [H608502003] TRED-STEP ALU ENT DR BK KOR PE
- 1 [H608600000] TRIM-STPWLL HORIZ W/DIAM NOSE
- 1 [H610339002] RAIL-ASSIST FRT ENT DR 39"W

ELECTRICAL - BODY

- 1 [D901600001] ELEC-PEDESTAL, HEATED SEAT NAT
- 1 [H104100000] SWITCH-ROCKER DESTINATION SIGN
- 1 [H105400002] FAN-CIRC MID W/S HDR BLACK (2)
- 1 [H105500002] ELEC-FAN MID W/S (2) HDR
- 1 [H106600003] HORN-SPEAKER CHASSIS MOUNTED
- 1 [H106902000] RADIO-AM/FM DEA700 W/PAGE
- 1 [H107800004] ELEC-RF ESC HATCH POS 4
- 1 [H108500011] ELEC-RF ESC HATCH POS 11
- 1 [H110300000] SWITCH-RKR XING ARM DEACT.
- 1 [H110800000] OPER-FAN W/S HDR
- 1 [H111400000] OPER-SPEAKER INT/EXT
- 1 [H115000003] OPER-AUTO FAST IDLE W/ AC
- 1 [H115400000] OPER-ID SIGN,FRONT & OR REAR
- 1 [H115700380] ELEC-ID SIGN FRONT & REAR 251T
- 1 [H123600000] OPER-XING ARM DEACT LS
- 1 [H123800000] ANTENNA - RADIO SWIVEL BASE
- 1 [H124000000] ELEC-ANTENNA RADIO COAXIAL
- 1 [H124100000] KIT-RADIO ANTENNA MOUNTING @ DRIVER'S HEADER
- 1 [H130705000] ELEC-NO ZONAR MONITORING
- 1 [H142000000] ELEC-P/O WDO SIGNAL
- 1 [H142300000] OPER-HI IDLE/PRK BRK/NTRL SIG
- 1 [H142500000] GAUGE-DUAL AIR
- 1 [H302503000] ELEC-AG2 AIR OPERATED ENTRANCE DOOR
- 1 [H303111001] OPER-DR AIR ENT.IGN.2/3 POS (LS)
- 1 [H306400000] OPER-EMG DR W/BUZ ACC
- 1 [H306500500] ELEC-EMERGENCY/EXIT DOOR(S)
- 1 [H312800000] ELEC-(2) USB OUTLET LS CABINET
- 1 [H358034000] HALO 8-LIGHT WARN SYSTEM
- 1 [H400200001] MONITOR-LPS WARN NONE
- 1 [H400400003] LPS-DOME OVER DRIVER&STEP LED
- 1 [H400600001] ELEC-DRIVER'S DOME LPS & STEPWELL

- 1 [H400704380] LPS-DOME PASS MEDIUM LED(12)
- 1 [H400804380] ELEC-DOME PASS MEDIUM LED(14)251
- 1 [H400900002] SWITCH-RKR DOME LPS FRT/RR
- 1 [H402201000] LPS-EXT AFT OF ENT DOOR LED
- 1 [H402300001] ELEC-LPS EXT AFT OF ENT DOOR
- 1 [H402400002] OPER-STPWLL LPSW/IGN&ENT.DR
- 1 [H402503000] LPS-STPWLL LED W/O HOOD (1)
- 1 [H402801002] LPS-STP/TAIL/DIR AMBER/REV LED
- 1 [H403100380] ELEC-PASSENGER ADVISORY
- 1 [H403200012] OPER-PASS ADV WARN/HORN/HL (B200115000)
- 1 [H404100001] BUZZER-SWITCH PANEL 1 TONE
- 1 [H404608380] ELEC-LPS WARNING,8 LPS 251T
- 1 [H405400001] OPER-LPS, DOME STANDARD (SWITCH AND IGN)
- 1 [H405900001] LPS-LIC PLATE ILLUMINATION LED
- 1 [H406004000] LPS-SI DIR AMBER FRT. LED PIN
- 1 [H406106380] ELEC-LPS SI DIRECTIONAL
- 1 [H406212008] LPS-WARNING LED STROBE (8)
- 1 [H407004000] LPS-MKR ROOF FRT/RR/MID/ID LED PIN
- 1 [H407500380] ELEC-LPS ID/MKR PARK/SW. PIN
- 1 [H407600000] SWITCH-RKR DOME LPS DRVR.ON/OF
- 1 [H408300021] STROBE-ECCO 7460CC 4' FROM RR
- 1 [H408602380] ELECTRICAL-LAMPS STROBE 4' FROM REAR
- 1 [H408901000] LPS- STOP/TAIL 4" FLS.MT L.E.D
- 1 [H409000000] SWITCH-RKR FAN DEFROST W/S
- 1 [H409400001] SWITCH-RKR NOISE SUPPR ON/OFF
- 1 [H410804005] LPS-SI DIR RED LED PIN RR.END
- 1 [H410900005] OPER-SW.ID/MARK LPS W/PARK
- 1 [H411000000] SWITCH-ROCKER STROBE LAMPS
- 1 [H411400002] OPER-LPS DOME (2)ON/OFF
- 1 [H412000000] SWITCH-RKR SPEAKER INT/EXT.W/HORN
- 1 [H412200001] LPS-PILOT WARN LGTS RED/AMBER
- 1 [H412800002] SWITCH-WARN LP ON/AMB ACT. (RED)
- 1 [H413807000] OPER-LPS STROBE, IGN & SW ACTI
- 1 [H414100000] SWITCH-ROCKER A/C ON (1)
- 1 [H414500380] ELEC-HARNESS COMP ASM 380
- 1 [H417300002] LPS-STORAGE THRU (4)
- 1 [H419900000] LAYOUT-ROCKER SWITCH STANDARD
- 1 [H420600000] SWITCH-RKR STORAGE BOX
- 1 [H423600000] CAMERA-PV 360 - BUSWISE
- 1 [H423700000] ECU-PV 360 CAMERA
- 1 [H423800000] ELEC-PV 360 POWER KIT
- 1 [H423900380] ELEC-PV 360 CAMERA
- 1 [H424000380] ELEC-PV 360 CAM STOP/TAIL/TURN
- 1 [H424300000] OPER-STANDARD POWER ACCESS
- 1 [H424500000] ELEC-STD ELECTRICAL COMPONENTS
- 1 [H424600000] ELEC-STD PWR/BODY HARNESS ROUTING
- 1 [H425000000] ELEC-PV 360 CAM-MIRROR MONITOR
- 1 [H428000002] LPS- FRT LIGHT PCKG HTD LED HDLMP
- 1 [H428500001] LPS-ENGINE CMPT INCANDESCENT
- 1 [H428600000] LPS-ENGINE CMPT HAZARDS
- 1 [H428700000] ELEC-ENGINE CMPT LAMPS
- 1 [H429500000] OPER-LUGGAGE BOX SWITCH
- 1 [H429800000] ELEC-LUGGAGE BOX LPS
- 1 [H500100001] SWITCH-RKR MIRROR HTR WITH TIMER
- 1 [H500800005] ELEC-AIR STOP SIGN FRT
- 1 [H508000380] ELEC-AIR STOP SIGN RR
- 1 [H602001380] SPEAKERS-INT. 30 WAT.(8) 380
- 1 [H602102380] ELEC- (8) INT SPEAKERS 380
- 1 [H602600001] ELEC- SPEAKER CHASSIS MOUNTED
- 1 [H606000000] SWITCH-RKR HTR LEFT 2ND
- 1 [H606200000] SWITCH-RKR HTR LEFT 3RD
- 1 [H606300000] SWITCH-RKR HTR DRV
- 1 [H606700006] ELEC-HTR U/ SEAT POS 6
- 1 [H607200012] ELEC-HTR U/ SEAT POS 12
- 1 [H608000000] ELEC- DRIVER HEATER

- 1 [H608200000] CABINET-SWITCH
- 1 [H608401000] CABINET-TOP PLATE W/ WEBASTO
- 1 [H609300000] SWITCH-WEBASTO 7 DAY TIMER
- 1 [H613200001] SPEAKER ALERT - PRESENT
- 1 [H613400002] DOME LPS - MEDIUM

EXTERIOR

- 1 [H108900001] FLAPS-MUD, FRONT 16"W X 12"H
- 1 [H200600002] BODY ADJ-FTL, LS FFLOC COMPOSITE
- 1 [H201900003] REINFORCEMENT-FRAME STD 24" BATTERY BOX DOOR
- 1 [H202600000] CAP-ENTRANCE DOOR STANDARD
- 1 [H202800001] FLOOR-NON ADA
- 1 [H501400380] RAIL-EXTERIOR GUARD @ WINDOW,SEAT,FLOOR
- 1 [H502600000] STANDARD REAR BUMPER
- 1 [H502701001] FRONT BUMPER W/ AIR XARM AND POLY
- 1 [H503302002] CAP-FRONT ROOF W/WARN.LPS.
- 1 [H503402000] CAP-REAR ROOF W/WARN.LPS.
- 1 [H503600000] SHEET-DRIVERS EXTERIOR 20 GA.
- 1 [H503700500] SHEET-UPPER SIDE EXTERIOR 20 GA.
- 1 [H503902380] GUSSET-21"H LWR SIDE SHEET
- 1 [H504006380] SHEET-LWR, L MID 20G,21"
- 1 [H504106380] SHEET-LWR,L RR 20G,21"
- 1 [H504206380] SHEET-LWR,R MID 20G,21"
- 1 [H504306380] SHEET-LWR,R RR 20G,21"
- 1 [H504403008] VISOR-EXT.@ WARN LPS-EXTENDED FRT & RR
- 1 [H504500003] DOOR-U/B L BATTERY 24"
- 1 [H505306380] UNDERCOATING-CORASHIELD
- 1 [H505600000] DOOR-FUEL FILL ACC BTR
- 1 [H505700021] FENDERETTE-STL 21" SKIRT (ALL 4)
- 1 [H507100000] LS STORAGE BOX 1 - NONE
- 1 [H507300000] LS STORAGE BOX 2 - NONE
- 1 [H507400002] LATCH-BATT DOOR NON-LOCKING
- 1 [H507600000] LATCH-FUEL FILL ACCESS (THUMB)
- 1 [H508100069] ROOF SHEETS-(2) HATCH - 380
- 1 [H508200005] LUGGAGE COMPT-THRU,DELUXE-95"
- 1 [H508300000] RS STORAGE BOX 2 - NONE
- 1 [H508400000] RS STORAGE BOX ROH - NONE
- 1 [H508500000] LS STORAGE BOX ROH - NONE
- 1 [H509400002] RAIL-GRD, U/B DR THRU BOX 95"
- 1 [H510900000] VENT-STATIC PRESENT
- 1 [H511501500] PILASTER - 380H
- 1 [H511800000] LATCH-NON-LOCKING DEF ACC DOOR
- 1 [H512800000] TUFFCOAT-STEPWELL
- 1 [H512900000] RAIL-SNOW RAIL PRESENT
- 1 [H515100380] HARDWARE-MOUNTING CLIPS STANDARD
- 1 [H518900000] BRACKET-LICENSE PLATE
- 1 [H519000001] PLATE-ENGINE THRESHOLD W/PLUG
- 1 [H623800000] PANELS- FRONT EXTERIOR
- 1 [H800801001] EXHAUST - SHIELD, PRO 90

HVAC

- 1 [H112500000] OPER- AIR COND CONTROLS-SINGLE COMP
- 1 [H112604005] CONDENSER- CM3 (2)
- 1 [H113600002] EVAPORATOR TRIM-REAR INT(2)
- 1 [H113900004] AC CONTROL BOARD STANDARD 2 EVAP
- 1 [H114218380] PLUMBING-IW1/IW1 106K BTU W/ 05K FREEBLOW
- 1 [H119701000] AC DUCT-NOT PRESENT
- 1 [H123300003] CONDENSER ALERT - PRESENT SKIRT
- 1 [H123400000] EVAPORATOR QTY - NONE
- 1 [H403004000] DRIVER HEATER
- 1 [H421700000] CABLE-EVAP 2 FRT BULKHEAD
- 1 [H428100380] HOSE- RR TO FRT HDX2 STD
- 1 [H603906084] HTR-U/S LS 84,000 BTU LOC 6
- 1 [H604412084] HTR-U/S LS 84,000 BTU LOC 12
- 1 [H6047121BS] HOSE-HTR BLUSTRI W/ W/H POS 12
- 1 [H604900002] HOSE-CTR DEFROSTER HTR BLUSTRIPE
- 1 [H605200001] CLAMPS-PLUMB HTR CONST TORQUE

- 1 [H605301000] CLAMPS-U/SEAT HTR CONST TORQUE
- 1 [H605810002] CONN-HTR(1) CONST TORQ/BLUSTRI
- 1 [H609000000] OPER-HTR U/ SEAT 85K
- 1 [H612800000] LOCATION-EVAPORATOR NO1 REAR BULKHEAD
- 1 [H612902002] LOCATION-EVAP NO2 FRONT BULKHEAD
- 1 [H613900000] PLUMBING-30" WIDE DR U-FLOOR
- 1 [H624500000] PLUMBING-PRO 90 HEATER

INTERIOR

- 1 [H106400001] VISOR-TINT DRS SIDE WDO 6"X18"
- 1 [H106500000] VISOR-W/S SUN 6"X30" TINTED
- 1 [H109300000] ARM ASM-WINDSHIELD WIPER (2)
- 1 [H123000002] DOOR-STORAGE BOX W/O GLASS
- 1 [H200700000] WHEELHOUSES- FRONT &REAR L&R
- 1 [H201000001] FRONT END FRAME IW1
- 1 [H202200040] REINFORCEMENT-REAR STOP SIGNAL 40"
- 1 [H300601003] DOOR-ACC NONE
- 1 [H510800001] BTR FUEL FILL RECESS, W/DOOR
- 1 [H600200000] PANELS-RR END INT SIDE STD
- 1 [H600302004] BULKHEAD-RR END INT.W-A/C IW1
- 1 [H600400002] PANELS-ACCESS RR GRAY PASS ADVISORY
- 1 [H600500380] COVER-HARNESS ACCESS@HDR
- 1 [H600600000] COVER-ACCESS RR END HARNESS
- 1 [H600700000] COVER-ACCESS FRT END HARNESS
- 1 [H600801001] COVER-TRIM DRVS HDR W/STORAGE
- 1 [H600901001] COVER-TRIM FRT END W/S HEADER A/C
- 1 [H601004003] COVER-TRIM FRT ENT.ALUM.DR HDR.AIR.OP.
- 1 [H601100011] H/L-VEST ACO,GRY,W/DRV/ENT LPS
- 1 [H601200000] HEADLINING-REAR SHORT SMOOTH, GRAY
- 1 [H601400000] STRIPS - AISLE OMIT
- 1 [H601515380] FLR-BLK W/13" CTR AISLE SINGLE
- 1 [H601600006] FLR-BLK WHEELHOUSE AND HEATER
- 1 [H601700380] FLR-PLYWOOD 5/8" 380H
- 1 [H601800001] COVER-FUEL SENDING INSPECTION
- 1 [H601900380] MOLDING-SHOE 251T
- 1 [H607600500] RAIL-SEAT
- 1 [H607905500] LINING-SI INT.W/LS FUEL DR.
- 1 [H609500000] INSULATION-VEST HEADLINING 2"
- 1 [H609600500] INSULATION-SIDELINING 2" POLY
- 1 [H609800000] INSULATION-RR BULKHEAD 2" POLY
- 1 [H609900000] INSULATION-FRT BULKHEAD 2"POLY
- 1 [H610403380] H/L-PASS AREA ACOUS GREY
- 1 [H610600380] INSULATION - RAFTER CAVITY 380
- 1 [H613100000] HARNESS COVER COLOR - GRAY
- 1 [H613500000] HEADLINING COLOR - GREY
- 1 [H613600001] HEADLINING TYPE - ALL ACOUSTIC
- 1 [H616800380] SEALANT-PLYWOOD FLOOR EDGES
- 1 [H616900000] INSULATION-INT SHORT REAR END 370/380
- 1 [H617000000] SEALING-FLOOR COVERING
- 1 [H617100000] LUGGAGE RACK ALERT - NONE
- 1 [H624400000] TRIM-HYBRID RAIL REAR CORNER
- 1 [H801000000] TUBE-FILL BTR & OVERFLOW HOSE
- 1 [H801100000] CAP-FUEL FILL BTR NON-LOCKING

MISC

- 1 [A200100000] PDI IDENTIFIER-DEALER PERFORMED
- 1 [H125200000] MANUAL-DRVR'S/MAINT.ENGLISH
- 1 [H200000500] 380H_LE-3
- 1 [H200800380] STRINGER-ROOF 380H
- 1 [H201100000] FRT END FRAME MTG KIT
- 1 [H201300380] FLOOR-GALVALUME STEEL MID BODY
- 1 [H201400500] LOC-40" RAF SP 1ST & 12TH 380
- 1 [H201600000] APPLICATION - SCHOOL
- 1 [H202100003] REAR END FRAME- 370/380 DIESEL
- 1 [H417400000] RECEPTACLE-BLOCK HEATER RR
- 1 [H417500000] STANDARD SIDE PANEL CONTENT
- 1 [H505800500] HEADERS-WINDOW INTERIOR, 380H

- 1 [H610500380] HEADERS-WINDOW EXTERIOR, 380H
- 1 [H610700007] SOUND ABATEMENT-DAV-STD
- 1 [H617200000] PLATE-ACCELERATOR
- 1 [TB-001-316] HDX PLUS

PAINT/LETTERING

- 1 [D506347000] PAINT-EXT GRD RAIL @ WINDOW BLACK
- 1 [D506447000] PAINT-EXT GRD RAIL @ SEAT BLACK
- 1 [D506547000] PAINT-EXT GRD RAIL @ FLOOR BLACK
- 1 [D506647000] PAINT-EXT GRD RAIL @ SKRT BLACK
- 1 [D506747002] PAINT-EXT BUMPERS FRT/RR BLACK
- 1 [D506900000] PAINT-BLACK TRIM-FRONT/REAR ROOF CAPS
- 1 [FL-980-998] CHASSIS HOOD PAINT NONE
- 1 [FL-98A-998] NO GRILLE PAINT
- 1 [H100200002] LOGO-FRT RS & RR
- 1 [H100300002] LOGO-THOMAS DECALS BLACK
- 1 [H100400012] DECAL-RR UNLAWFUL TO PASS
- 4 [H100600002] LABEL-P/O WDO EMER EXIT 2" BLK
- 1 [H101502001] LABEL-ENGLISH AG2.AIR.ENT DR
- 1 [H102200002] REFLECTTAPE-RR END YEL 2"
- 4 [H102500000] REFLECTTAPE-P/O WDO YEL
- 1 [H102600000] REFLECTTAPE-SI EMER DR 30" YEL
- 1 [H102901000] REFLECTTAPE-EMER WDO YEL
- 1 [H103400380] REFLECTTAPE-SIDE 2" @ FLR YEL
- 1 [H130200000] DECAL-LOW SULFUR FUEL
- 1 [H131300000] LABEL-PASS ADV INSTRN - REAR
- 1 [H132200000] LABEL-RR HATCH DNB
- 1 [H132300000] LABEL-LS SI EMERG DR 2"HIGH
- 1 [H134200000] LABEL-RR HATCH INSTRUCT
- 1 [H134600000] LABEL-"DEF ONLY"
- 1 [H134901000] LABEL-REGEN WARNING ENGLISH
- 1 [H139400000] LABEL-AIR CONDITIONING CTL BOX
- 1 [H503100001] DECAL-FRT CAP "SCHOOL BUS" OM
- 1 [H503200001] DECAL-RR CAP "SCHOOL BUS" OMIT
- 1 [H505500001] DECAL-"DIESEL"
- 1 [H515400000] DECAL-APPROVED FUEL TYPE
- 1 [H622400000] LABEL-AIR CONDITIONING SPECIFICATION TEXAS
- 1 [H623700000] QR LABEL

SEATS

- 1 [A201400001] 2014 SEATING ALERT
- 1 [B610002097] SEAT BELT-DRIVERS SEAT D2
- 1 [B640139200] 39" BARR-VERT,WALL MT 45"H RS 2009
- 1 [B640239000] 39"8DEG BARR-REV. WALL-MT 45"H 2009
- 2 [B660019121] SPANISH GRAY UPHOLSTERY-45"HIGH RECESSED BARRIER
- 1 [D900104001] SEAT-DRIVER NATIONAL W/HEAT
- 1 [D900302001] ARMREST NATIONAL DRVR'S ST. BOTH SIDES
- 1 [D900403003] UPH DR.ST.FABRIC BLK NATIONAL
- 1 [D900503007] PEDESTAL-NATIONAL AIR W/2 SHOCKS
- 1 [D900602001] COVER PEDASTAL NATIONAL NONE
- 1 [D900702001] SLIDE STOP NATIONAL DR.ST. NONE
- 1 [D900802002] RETAINER NATIONAL DR.ST.BELT
- 1 [D900902001] POUCH-DR.ST.STORAGE NONE
- 1 [D901200003] RISER-DRIVERS SEAT, NATIONAL NONE
- 1 [D901700001] Haptics-Not Present
- 14 [D930039000] S3B 39"RS WALL MT RESTRAINING/NO BELT
- 12 [D930139000] S3B 39"LS WALL MT RESTRAINING/NO BELT
- 1 [D930339000] S3B 39"LS FLOOR MT RESTRAINING/NO BELT
- 27 [D930419166] 42 OZ GRAY UPHOLSTERY - S3B SEAT
- 1 [D939101000] S3B FLOOR MOUNT HARDWARE
- 26 [D939201000] S3B WALL MT HARDWARE-RESTRAINT
- 1 [D950339100] IMMI SBR 39" LS FLIP NO BELTS
- 1 [D95040D166] OEM GRAY UPHOLSTERY - IMMI SBR PASSENGER SEAT
- 1 [D95040D266] OEM GRAY UPHOLSTERY - IMMI SBR DAVENPORT SEAT
- 1 [D950539390] IMMI SBR 39" LS 39" RS DAVENPORT NO BELTS
- 1 [D950B00000] HARDWARE-SBR FLIP ST C2/MINO
- 1 [H901039003] KICKPLATE-MOD.PANEL RS 39" IW1

- 1 [H901139000] KICKPLATE-MOD.PANEL LS 39"

WARRANTY

- 1 [B17WAR-008] EXTENDED BODY WARRANTY - 5 YEAR UNLIMITED MILES, TYPE D HDX
- 1 [C7-WAN-110] COMPLETE CHASSIS DRIVETRAIN EXT WARRANTY-5YR/100K MILES

WINDOWS/GLASS

- 18 [D700530000] FRAME-WDO SPLIT 30"W
- 4 [D700540000] FRAME-WDO SPLIT 40"W
- 2 [D700603R01] FRAME-WDO P/O VERT TEMP TINT RS
- 17 [D700730002] GLASS-WDO TINT TEMP 30"
- 4 [D700740002] GLASS-WDO TINT TEMP 40"
- 1 [D700900003] STOPS-WDO 12"
- 1 [H309200002] WDO-RR PUSHOUT TEMP TINT
- 1 [H700000001] GLASS-W/S 2 PCE W/TINT BAND
- 1 [H701600010] WDO-DRIVER'S STORM TEMP
- 1 [H702100001] GLASS- 30"W SI DR TEMP TNT

OTHER

- 1 [A000000179] SOURCEWELL
- 1 [C599400026] MN
- 1 [D50601E380] PAINT-EXTERIOR ROOF WHITE
- 1 [D5061SC380] PAINT-EXT WDO AREA SAME AS BODY
- 1 [D510646380] PAINT-SOLID COLOR YELLOW
- 2 [D700603L01] FRAME-WDO P/O VERT TEMP TINT LS
- 1 [FL-AF3-1JA] THOMAS BUILT SCHOOL BUS 380D
- 1 [H109700000] STD- ACCESS KEYS
- 1 [H110200000] ELECTRICAL-ROOF HATCH
- 1 [H112407006] AC-IW1/IW1 106K BTU W/ 05K FREEBLOW
- 1 [H112805003] EVAP - IW10 RR, IW1 FRONT
- 1 [H308605002] SWITCH-ENT.DR AIR 3POS LS RED/BLK FLANGE
- 1 [H403300000] OPER-FRONT DEFROSTER
- 1 [H419700000] OPER-DRIVER SEAT BELT ALARM
- 1 [H422300000] LPS-ID SIGN FRONT/REAR
- 1 [H500200001] ELEC-MIR A HTD & OR RC
- 1 [H501007380] PWR SYS-STOP SIGN AIR F/R GATE DEACT
- 1 [H504600001] OPER-MIRRORS EXT HTD & OR RC W/15 MIN
- 1 [H602200009] MIRROR-INT 6"X30" 360 CAMERA
- 1 [H608800000] DASH-FRONT INTERIOR
- 1 [H613300000] HTR- FRONT DEFROST
- 1 [H617300000] SEALANT-STANDARD BODY
- 1 [H623900000] DASH PLATE, UPPER, RS, STD
- 1 [H624000000] DASH PLATE, UPPER, LS, STD, 3K
- 1 [H624100001] DASH PLATE,LOWER, W/ RADIO
- 1 [H800600003] ANTI-FREEZE, OAT -34 DEGREE

CHASSIS

AXLES AND SUSPENSIONS

- 1 [C145135000] AXLE - REAR, DET 23K, 5.22 RATIO
- 1 [C386005000] SYNTHETIC LUBE STD W/AXLE
- 1 [C386006000] SYNTHETIC LUBE STANDARD W/FRONT AXLE
- 1 [C442201000] HENDRICKSON FRONT AIR SUSPENSION-HDX
- 1 [C443000000] HENDRICKSON "COMFORT AIR" SINGLE AXLE AIR SUSPENSION-23K AXL

BRAKES

- 1 [C207035000] ANTILOCK BRAKES - MERITOR/WABCO (HDX)
- 1 [C207210000] ELECTRONIC STABILITY CONTROL - HDX
- 1 [C600001000] PARKING BRAKE INTERLOCK

CHASSIS EQUIPMENT

- 1 [C117504000] RELOCATE AIR TANKS - HDX
- 1 [C151901000] POLYUREA COATING - FUEL TANK
- 1 [C186500000] CHASSIS MOUNTED BATTERY BOX, HDX2
- 1 [C222800000] ADJUSTABLE PEDAL SYSTEM - HDX
- 1 [C236920000] HOSES-RBR,ADVNCED GRD(GATES BLU STRIPE)W/CONSTNT TRQ CLMP
- 1 [C336504000] 100 GALLON FUEL TANK, BETWEEN THE RAILS
- 1 [C336600000] LEFT SIDE FUEL FILLER NECK LOCATION
- 1 [C340006277] CHASSIS FRAME RAIL - HIGH STRENGTH (110KSI) HDX (277"WB)
- 1 [C340500000] TOW HOOKS, FRONT - TWO (2)

- 1 [C341002000] TOW HOOKS- REAR (2)
- 1 [C343000000] ENGINE SKID BAR
- 1 [C343001000] PROTECTIVE PLATE- ENG OIL PAN
- 1 [C599312000] BODY/CHASSIS PLUS ADJUSTMENT

ELECTRICAL - CHASSIS

- 1 [C182900000] TRIPLE 12-VOLT GROUP 31 BATTERIES - HDX
- 1 [C231015000] BACKING ALARM-HVY DUTY-112DB
- 1 [C321000000] DIGITAL DASH CLOCK
- 1 [C361507000] AMMETER, 300 AMP, DASH-MOUNTED (HDX)
- 1 [C362302000] SOLID STATE ELECTRONIC FLASHER FOR HAZARD LIGHTS
- 1 [C367103000] IGNITION KEYED ALIKE (HDX)
- 1 [C599000004] BATT HLD DOWN BRCKT-DELX 3 BAT

ENGINE AND EQUIPMENT

- 1 [C116400000] AIR DRYER - BENDIX AD9 WITH HEATER - HDX
- 1 [C207812000] EXHAUST BRAKE - HDX, CUMMINS ISL
- 1 [C221112000] CRUISE CONTROL - HDX (CUM ISL)
- 1 [C221275000] VEHICLE SPEED LIMITING(75 MILES PER HOUR SETTING)
- 1 [C221612000] AUTOMATIC FAST IDLE F/AIR CONDITIONING(PARK BRAKE)CUM ISL
- 1 [C230535000] FUEL/WATER SEPARATOR WITH HEATER AND PUMP-CUMMINS ISL
- 1 [C230605000] COOLANT RECOVERY BOTTLE - HDX
- 1 [C231610000] 6' BLOCK HEATER ELECTRIC CORD - FRONT/REAR RECEPTACLE
- 1 [C231812000] BLOCK HEATER - HDX (CUM ISL)
- 1 [C233100001] Webasto Pro 90 HTR
- 1 [C242600300] CUMMINS L9-300 ENGINE (HDX) 2013 EPA
- 1 [C250012000] CHASSIS A/C KIT - 05K, 270 AMP ALTER, CUMMINS ISL (HDX)
- 1 [C599325000] ENGINE MODEL YEAR 2025

TRANSMISSION AND EQUIPMENT

- 1 [C602808318] ALLISON 3000 PTS TRANSMISSION - CUMMINS ISL-300 (HDX) 2013
- 1 [C605000000] ALLISON FUEL SENSE - NONE
- 1 [C605200000] ALLISON 6 GENERATION CONTROL

WHEELS AND TIRES

- 2 [C531603000] MICHELIN 11R22.5 16(H) PLY XZE2
- 4 [C531607200] MICH 11R22.5 16(H) X MULT D+
- 1 [C597100000] TIRE BALANCING
- 1 [C597101000] NON LEAD TIRE WEIGHT
- 6 [C656007000] DISC WHEEL - 8.25 X 22.5, 5H (BLACK)
- 1 [C656701000] HUB-PILOTED WHEEL EQUIPMENT - 23K (HDX)

OTHER TYPE

PDI

- 1 [G100022998] NO 3RD A/C EVAPORATOR

Meets all FMVSS requirements in effect at the time of manufacture.

Total for 1 complete unit(s):	**$ 220,847.00**
Delivery Cost:	**INCLUDED**

Additional options you may want to consider:

CUMMINS 10YR 120K MILE EXTENDED WARRANTY	INCLUDED
REI 8 CAMERA SYSTEM	INCLUDED

Terms and Conditions: Does NOT include tax, title or registration.
Quote Expires: 12/23/2024

Customer Signature: _____ **Date:** _____

Dealer Signature: _____ **Date:** _____

AttachedDetail

Optional Equipment - Body:

1 [A000000179] SOURCEWELL
1 [A200100000] PDI IDENTIFIER-DEALER PERFORMED
1 [A201400001] 2014 SEATING ALERT
1 [B17WAR-008] EXTENDED BODY WARRANTY - 5 YEAR UNLIMITED MILES, TYPE D HDX
1 [B610002097] SEAT BELT-DRIVERS SEAT D2
1 [B640139200] 39" BARR-VERT,WALL MT 45"H RS 2009
1 [B640239000] 39"8DEG BARR-REV. WALL-MT 45"H 2009
2 [B660019121] SPANISH GRAY UPHOLSTERY-45"HIGH RECESSED BARRIER
1 [D50601E380] PAINT-EXTERIOR ROOF WHITE
1 [D5061SC380] PAINT-EXT WDO AREA SAME AS BODY
1 [D506347000] PAINT-EXT GRD RAIL @ WINDOW BLACK
1 [D506447000] PAINT-EXT GRD RAIL @ SEAT BLACK
1 [D506547000] PAINT-EXT GRD RAIL @ FLOOR BLACK
1 [D506647000] PAINT-EXT GRD RAIL @ SKRT BLACK
1 [D506747002] PAINT-EXT BUMPERS FRT/RR BLACK
1 [D506900000] PAINT-BLACK TRIM-FRONT/REAR ROOF CAPS
1 [D510646380] PAINT-SOLID COLOR YELLOW
18 [D700530000] FRAME-WDO SPLIT 30"W
4 [D700540000] FRAME-WDO SPLIT 40"W
2 [D700603L01] FRAME-WDO P/O VERT TEMP TINT LS
2 [D700603R01] FRAME-WDO P/O VERT TEMP TINT RS
17 [D700730002] GLASS-WDO TINT TEMP 30"
4 [D700740002] GLASS-WDO TINT TEMP 40"
1 [D700900003] STOPS-WDO 12"
1 [D900104001] SEAT-DRIVER NATIONAL W/HEAT
1 [D900302001] ARMREST NATIONAL DRVR'S ST. BOTH SIDES
1 [D900403003] UPH DR.ST.FABRIC BLK NATIONAL
1 [D900503007] PEDESTAL-NATIONAL AIR W/2 SHOCKS
1 [D900602001] COVER PEDASTAL NATIONAL NONE
1 [D900702001] SLIDE STOP NATIONAL DR.ST. NONE
1 [D900802002] RETAINER NATIONAL DR.ST.BELT
1 [D900902001] POUCH-DR.ST.STORAGE NONE
1 [D901200003] RISER-DRIVERS SEAT, NATIONAL NONE
1 [D901600001] ELEC-PEDESTAL, HEATED SEAT NAT
1 [D901700001] Haptics-Not Present
14 [D930039000] S3B 39"RS WALL MT RESTRAINING/NO BELT
12 [D930139000] S3B 39"LS WALL MT RESTRAINING/NO BELT
1 [D930339000] S3B 39"LS FLOOR MT RESTRAINING/NO BELT
27 [D930419166] 42 OZ GRAY UPHOLSTERY - S3B SEAT
1 [D939101000] S3B FLOOR MOUNT HARDWARE
26 [D939201000] S3B WALL MT HARDWARE-RESTRAINT
1 [D950339100] IMMI SBR 39" LS FLIP NO BELTS
1 [D95040D166] OEM GRAY UPHOLSTERY - IMMI SBR PASSENGER SEAT
1 [D95040D266] OEM GRAY UPHOLSTERY - IMMI SBR DAVENPORT SEAT
1 [D950539390] IMMI SBR 39" LS 39" RS DAVENPORT NO BELTS
1 [D950B00000] HARDWARE-SBR FLIP ST C2/MINO

Optional Equipment - Chassis:

1 [C116400000] AIR DRYER - BENDIX AD9 WITH HEATER - HDX
1 [C117504000] RELOCATE AIR TANKS - HDX
1 [C145135000] AXLE - REAR, DET 23K, 5.22 RATIO
1 [C151901000] POLYUREA COATING - FUEL TANK
1 [C182900000] TRIPLE 12-VOLT GROUP 31 BATTERIES - HDX
1 [C186500000] CHASSIS MOUNTED BATTERY BOX, HDX2
1 [C207035000] ANTILOCK BRAKES - MERITOR/WABCO (HDX)
1 [C207210000] ELECTRONIC STABILITY CONTROL - HDX
1 [C207812000] EXHAUST BRAKE - HDX, CUMMINS ISL
1 [C221112000] CRUISE CONTROL - HDX (CUM ISL)
1 [C221275000] VEHICLE SPEED LIMITING(75 MILES PER HOUR SETTING)
1 [C221612000] AUTOMATIC FAST IDLE F/AIR CONDITIONING(PARK BRAKE)CUM ISL
1 [C222800000] ADJUSTABLE PEDAL SYSTEM - HDX
1 [C230535000] FUEL/WATER SEPARATOR WITH HEATER AND PUMP-CUMMINS ISL
1 [C230605000] COOLANT RECOVERY BOTTLE - HDX
1 [C231015000] BACKING ALARM-HVY DUTY-112DB
1 [C231610000] 6' BLOCK HEATER ELECTRIC CORD - FRONT/REAR RECEPTACLE
1 [C231812000] BLOCK HEATER - HDX (CUM ISL)
1 [C233100001] Webasto Pro 90 HTR
1 [C236920000] HOSES-RBR,ADVNCED GRD(GATES BLU STRIPE)W/CONSTNT TRQ CLMP
1 [C242600300] CUMMINS L9-300 ENGINE (HDX) 2013 EPA
1 [C250012000] CHASSIS A/C KIT - 05K, 270 AMP ALTER, CUMMINS ISL (HDX)
1 [C321000000] DIGITAL DASH CLOCK
1 [C336504000] 100 GALLON FUEL TANK, BETWEEN THE RAILS
1 [C336600000] LEFT SIDE FUEL FILLER NECK LOCATION
1 [C340006277] CHASSIS FRAME RAIL - HIGH STRENGTH (110KSI) HDX (277<w:br/>WB)
1 [C340500000] TOW HOOKS, FRONT - TWO (2)
1 [C341002000] TOW HOOKS- REAR (2)
1 [C343000000] ENGINE SKID BAR
1 [C343001000] PROTECTIVE PLATE- ENG OIL PAN
1 [C361507000] AMMETER, 300 AMP, DASH-MOUNTED (HDX)
1 [C362302000] SOLID STATE ELECTRONIC FLASHER FOR HAZARD LIGHTS
1 [C367103000] IGNITION KEYED ALIKE (HDX)
1 [C386005000] SYNTHETIC LUBE STD W/AXLE
1 [C386006000] SYNTHETIC LUBE STANDARD W/FRONT AXLE
1 [C442201000] HENDRICKSON FRONT AIR SUSPENSION-HDX
1 [C443000000] HENDRICKSON <w:br/>COMFORT AIR<w:br/> SINGLE AXLE AIR SUSPENSION-23K AXL
2 [C531603000] MICHELIN 11R22.5 16(H) PLY XZE2
4 [C531607200] MICH 11R22.5 16(H) X MULT D+
1 [C597100000] TIRE BALANCING
1 [C597101000] NON LEAD TIRE WEIGHT
1 [C599000004] BATT HLD DOWN BRCKT-DELX 3 BAT
1 [C599312000] BODY/CHASSIS PLUS ADJUSTMENT
1 [C599325000] ENGINE MODEL YEAR 2025
1 [C599400026] MN
1 [C600001000] PARKING BRAKE INTERLOCK
1 [C602808318] ALLISON 3000 PTS TRANSMISSION - CUMMINS ISL-300 (HDX) 2013
1 [C605000000] ALLISON FUEL SENSE - NONE
1 [C605200000] ALLISON 6 GENERATION CONTROL
6 [C656007000] DISC WHEEL - 8.25 X 22.5, 5H (BLACK)
1 [C656701000] HUB-PILOTED WHEEL EQUIPMENT - 23K (HDX)
1 [C7-WAN-110] COMPLETE CHASSIS DRIVETRAIN EXT WARRANTY-5YR/100K MILES
1 [FL-980-998] CHASSIS HOOD PAINT NONE
1 [FL-98A-998] NO GRILLE PAINT
1 [FL-AA6-002] DOMICILED USA-EXCLUDING CALIFORNIA AND CARB OPT-IN STATES
1 [FL-AF3-1JA] THOMAS BUILT SCHOOL BUS 380D

UNIT# 1	YEAR	2013	VIN #	4DRBWAAR6DB237401				COST	$143,051.00		ODOM.	91,976		HRS	7374
	RICHFIELD PUBLIC SCHOOLS														
1/27/2025	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	TOTALS
ENGINE	97	103	243	929	1244	338	146	747	1218	2094	4349	14624	8166		$34,298
TRANS.	75	0	71	0	146	0	3076	172	0	0	0	610	0		$4,150
BRAKES	0	0	30	58	19	19	10	19	0	459	0	0	37		$651
FT. BRAKES	30	0	0	0	0	0	0	29	0	0	0	0	0		$59
RR. BRAKES	0	0	0	0	0	0	170	601	0	0	0	0	0		$771
BODY WORK	0	0	0	0	1296	3571	711	54	0	8792	0	0	0		$14,424
TIRES	0	0	2,346	0	0	0	1106	0	0	0	1888	0	1522		$6,862
STEERING/SUP	0	0	431	0	0	0	0	0	295	0	156	482	1988		$3,352
EXHAUST	0	0	0	0	0	0	0	0	0	121	0	17	0		$138
INTERIOR	19	24	0	21	0	0	0	0	41	0	0	14	250		$369
BAT.,ALT.,START	0	0	0	0	314	0	0	0	25	296	0	0	294		$929
EXTERIOR	7	0	12	41	13	21	0	188	49	30	24	0	0		$385
ELECTRICAL	33	30	0	184	0	449	108	0	75	1079	18	26	0		$2,002
HEATING / AC	0	0	1,421	725	635	1043	427	286	0	1164	0	453	13		$6,167
LIGHTS	0	0	30	100	252	36	0	0	0	11	150	14	0		$593
GLASS	0	0	0	193	105	85	160	0	0	403	0	116	637		$1,699
UPHOLSTERY	0	0	0	383	443	36	0	30	0	1257	0	39	233		$2,421
SHOP SUPPLIES	10	36	40	50	54	20	30	40	30	30	10	25	39		$414
SAFETY EQT.	6	0	0	11	0	0	89	0	0	0	0	11	11		$128
YEARLY TOTAL	$277	$193	$4,624	$2,695	$4,521	$5,618	$6,033	$2,166	$1,733	$15,736	$6,595	$16,431	$13,190		$79,812
GRAND TOTAL															$79,812

UNIT# 2	YEAR	2013	VIN #	4DRBWAAR9DB237392				COST	$143,051.00		ODOM.	71,180		HRS	5258
	RICHFIELD PUBLIC SCHOOLS														
1/27/2025	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	TOTALS
ENGINE	197	223	622	389	159	586	146	1208	199	345	5935	47682	10230	0	$67,921
TRANS.	0	13	71	0	139	0	163	0	0	0	0	0	660	0	$1,046
BRAKES	0	0	27	28	19	19	0	19	15	47	54	175	62	0	$465
FT. BRAKES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	$0
RR. BRAKES	0	0	18	0	0	0	543	0	0	0	153	0	796	0	$1,510
BODY WORK	702	1,462	23	1637	49	1180	2917	4699	17481	241	0	0	0	0	$30,391
TIRES	130	0	0	1972	0	0	0	1122	0	0	0	0	0	0	$3,224
STEERING/SUP	0	0	0	0	0	0	0	357	179	0	0	0	0	0	$536
EXHAUST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	$0
INTERIOR	0	20	0	0	0	0	0	0	42	0	81	0	0	0	$143
BAT.,ALT.,START	0	0	0	288	0	334	0	0	25	0	375	293	0	0	$1,315
EXTERIOR	39	0	100	0	21	173	0	27	1489	0	261	0	74	0	$2,184
ELECTRICAL	0	0	18	35	0	215	163	499	0	0	0	0	27	57	$1,014
HEATING / AC	0	0	1,401	841	76	34	181	3285	778	153	0	482	0	0	$7,231
LIGHTS	0	7	0	0	187	9	55	0	0	0	428	121	0	0	$807
GLASS	0	0	0	0	150	0	0	0	586	13	131	0	298	0	$1,178
UPHOLSTERY	0	0	67	0	509	30	0	127	64	1061	0	0	100	0	$1,958
SHOP SUPPLIES	10	30	56	16	26	20	30	30	38	30	60	0	52	0	$398
SAFETY EQT.	48	0	16	0	0	272	11	0	19	0	0	0	85	0	$451
YEARLY TOTAL	$1,126	$1,755	$2,419	$5,206	$1,335	$2,872	$4,209	$11,373	$20,915	$1,890	$7,478	$48,753	$12,384	$57	
GRAND TOTAL															$121,772

UNIT# 3	YEAR	2014	VIN #	4DRBWAAR9EB768481				COST	$133,431		ODOM.	77,941	HRS	6179
	RICHFIELD PUBLIC SCHOOLS													
1/27/2025	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	TOTALS
ENGINE	120	529	340	507	398	430	1657	201	101	3850	1617	13862		$23,612
TRANS.	0	0	0	139	0	163	0	0	0	0	0	0		$302
BRAKES	0	0	28	49	19	22	0	0	205	44	0	30		$397
FT. BRAKES	0	0	0	0	0	0	2	0	0	0	0	0		$2
RR. BRAKES	0	18	610	0	593	0	631	0	0	0	810	0		$2,662
BODY WORK	0	498	2791	0	0	50	0	0	3	6435	0	4868		$14,645
TIRES	0	0	3066	65	0	1249	1142	0	0	0	0	5		$5,527
STEERING/SUP	0	0	0	0	0	217	0	0	0	1927	0	0		$2,144
EXHAUST	0	0	0	0	0	0	0	0	3677	0	0	0		$3,677
INTERIOR	161	0	0	0	0	4	0	41	0	0	0	0		$206
BAT.,ALT.,START	0	0	288	0	0	0	545	25	0	0	298	269		$1,425
EXTERIOR	0	0	0	0	26	51	0	5	0	3582	18	0		$3,682
ELECTRICAL	0	0	0	10	0	256	75	0	0	0	0	0		$341
HEATING / AC	0	0	44	30	0	1281	0	0	1392	0	1958	0	26	$4,731
LIGHTS	0	0	0	465	12	9	88	0	29	375	137	0		$1,115
GLASS	0	0	0	0	0	24	47	65	213	6	77	173		$605
UPHOLSTERY	0	0	0	0	652	25	364	0	1015	0	0	179	30	$2,265
SHOP SUPPLIES	30	40	52	20	42	40	40	0	0	20	48	39	15	$386
SAFETY EQT.	143	0	5	54	57	3322	0	3	12	0	169	0		$3,765
YEARLY TOTAL	$454	$1,085	$7,224	$1,339	$1,799	$7,143	$4,591	$340	$6,647	$16,239	$5,132	$19,425		
GRAND TOTAL														$71,489

UNIT# 4	YEAR	2014	VIN #	4DRBWAA0EB768482				COST	$133,431		ODOM.	69,787	HRS	6525
	RICHFIELD PUBLIC SCHOOLS													
1/27/2025	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	TOTALS
ENGINE	0	222	828	318	1038	1295	305	191	556	4466	2826	13113	30	$25,188
TRANS.	0	71	0	139	0	163	0	0	0	0	1218	0	0	$1,591
BRAKES	0	0	28	20	19	19	0	0	81	58	0	97	0	$322
FT. BRAKES	0	0	0	0	2	0	0	24	5	0	0	0	0	$31
RR. BRAKES	0	0	0	0	184	0	575	0	0	0	0	0	0	$759
BODY WORK	3,593	0	0	37	0	0	1559	125	0	1472	0	16184	0	$22,970
TIRES	0	0	1890	0	0	0	1060	0	0	0	0	0	0	$2,950
STEERING/SUP	0	0	9	11	0	0	3721	209	0	0	0	0	0	$3,950
EXHAUST	0	0	0	0	0	0	0	0	0	0	0	0	0	$0
INTERIOR	161	0	0	0	0	0	3	42	0	0	0	0	0	$206
BAT.,ALT.,START	0	0	0	0	651	0	0	595	0	0	271	0	0	$1,517
EXTERIOR	0	0	52	0	5	0	0	0	0	0	25	0	0	$82
ELECTRICAL	0	0	0	0	0	0	499	0	315	0	24	0	0	$838
HEATING / AC	0	440	0	605	136	0	1302	2	4	0	27	0	6	$2,522
LIGHTS	0	61	0	206	38	0	22	0	52	633	49	17	0	$1,078
GLASS	0	0	0	0	0	24	0	0	317	74	199	235	0	$849
UPHOLSTERY	0	35	0	63	0	930	143	0	1413	57	236	206	0	$3,083
SHOP SUPPLIES	10	46	0	27	40	30	30	26	40	32	26	0	0	$307
SAFETY EQT.	143	6	32	182	0	32	0	52	12	0	0	28	15	$502
YEARLY TOTAL	$3,907	$881	$2,839	$1,608	$2,113	$2,493	$9,219	$1,266	$2,795	$6,792	$4,901	$29,880	$51	
GRAND TOTAL														$68,745

Type D School Bus Example

International RE 90 Passenger



Thomas Saf-T-Liner HDX2 90 Passenger



NEW BUSINESS - FOR ACTION **Agenda Item VI.C.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Resolution Supporting a Cooperative Sponsorship Agreement

(Recommended by the superintendent)

That the board approve this resolution for the 2024-2025 school year to support a cooperative sponsorship with Academy of Holy Angels for boys volleyball.

Background Information

2025 will be the first season of MSHSL boys volleyball. RPS will have its first team ever! Since this is a new team, our number of players is still developing. This cooperative agreement will provide an opportunity for our student-athletes to play on a team at their ability level. Richfield will be the host school for this agreement.

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of **_Boys Volleyball_** beginning with the **2024 - 2025_** school year.
(activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Richfield High School	940	Richfield	3AA	2
High School #2:	Academy of Holy Angels	630	Richfield	3AA	2
High School #3:					
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year. **Current (Number and Class)

1. Do any of the above schools belong to a conference in this activity?
   X **Yes** This application must include a review and comments from the conference(s) of which the schools are members.
   ☐ **No**
2. Do any of the above schools currently have a cooperative agreement in this activity?
   ☐ **Yes** An application for dissolution must be submitted for the existing agreement.
   X **No**
3. Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards)

   AHA has not had a program. Richfield will also have their first season after two years of a scrimmage team. Numbers are low for both schools as the sport gets up and running at both schools.
4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1			4	4	5	9
High School #2	0	0	1	0	0	0
High School #3						
High School #4						

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): Richfield
6. Team Colors: ____Cardinal and White_____ Team Mascot:___Spartans_____
7. Host School (school that will receive revenue share check):Richfield High School

Board of Education (or designee)	School	Date
Signed_____	_____	_____
Signed_____	_____	_____
Signed_____	_____	_____
Signed_____	_____	_____

Official Action of the MSHSL Board of Directors

☐ Approved ☐ Not Approved

Signature:_____ Date:_____
MSHSL Executive Director

NEW BUSINESS – FOR REVIEW **Agenda Item VI.D.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Student Cell Phones

(Recommended by the superintendent)

A first read of Draft Policy 550: Student Cell Phones & Draft Administrative Guideline 550.1. Recent updates to statute require the board to have a policy in place that addresses student cell phone use. This policy must be approved by mid-March.

The District administration has drafted a general policy and guidelines that are specific to each RPS school.

The policy and guideline are being reviewed by the Safe & Supportive Schools parent/guardian and student groups.

Attachments:
Draft Policy 550: Student Cell Phones
Draft Administrative Guideline 550
MSBA Model Policy 524.5: Personal Electronic Communication Devices

RICHFIELD PUBLIC SCHOOLS

STUDENT CELL PHONES

The RPS school board directs the superintendent and District administration to establish rules and procedures regarding student possession and use of cell phones and smart devices in schools. These rules and procedures should seek to minimize the impact of cell phones and smart devices on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

Legal References:
Minn. Stat. § 121A.73 (School Cell Phone Policy)

Cross References:
Policy 107: Electronic Use and Communication

RATIFIED BY THE BOARD OF EDUCATION:

DRAFT

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

STUDENT CELL PHONES

I. PROCEDURES FOR STUDENT CELL PHONES AT RICHFIELD HIGH SCHOOL

Students may possess or use personal electronic devices on school property, on school buses, or at school-sponsored events according to the following guidelines:

- Before school until the beginning of the school day (8:40 AM).
- During a student's lunch period.
- During a student's passing time
- After school as signaled by the 3:30 bell.

It is expected that phones are put away during a student's scheduled instruction time.

Students will be considered "in class" once the bell rings. Teachers will set the appropriate level of acceptable use at any given time in their classroom as outlined below. Earbuds and headphones are to be out of sight while students are "in class" unless the classroom teacher specifically allows their use for a class activity.

- Red Light: Personal electronic devices are not allowed for the current activity/time period. They must be turned off and put away (teachers may use cell phone caddies for storage)
- Yellow Light: Personal electronic devices are regulated by the classroom teacher, and students may only use them with permission from the teacher.
- Green Light: Personal electronic devices are allowed by the classroom teacher for the current activity/time period. Students will be professional in the use of their devices and understand that the use of technology is intended to help them interact with the curriculum.

In the case of a teacher absence, the default setting will be RED unless otherwise stated in the teacher's substitute plans.

Teachers will support students to maintain the expected policy within their classroom. If a student does not honor the expectations at the classroom level, they will be referred to their grade level behavior specialist who will support the student in storing the phone for the remainder of the day. Repeated patterns of behavior will result in higher level administrative interventions including a contract with turning in the phone (to be stored in the secure location) at the start of the

DRAFT

day and picking it up at the end of each school day.

II. PROCEDURES FOR STUDENT CELL PHONES AT THE RICHFIELD COLLEGE EXPERIENCE PROGRAM (RCEP)

Students may possess or use personal electronic devices on school property, on school buses, or at school-sponsored events according to the following guidelines:

- Before school until the beginning of the school day (8:40 AM)
- During a student's lunch period.
- During a student's passing time
- During class time following acceptable use set by the teacher (see below)
- After school after 3:30 PM

While in the classroom during learning time:
Teachers will set the appropriate level of acceptable use as outlined below.

- Red Light: Personal electronic devices are not allowed for the current activity/time period. They must be turned off and put away. A cell phone caddy may be used in the classroom.
- Yellow Light: Personal electronic devices are regulated by the classroom teacher, and students may only use them with permission from the teacher.
- Green Light: Personal electronic devices are allowed by the classroom teacher for the current activity/time period. Students will be professional in the use of their devices and understand that the use of technology is intended to help them interact with the curriculum. Any misuse of their device may result in an individual yellow or red light.

The same rules apply when there is a substitute teacher in the classroom.

Teachers will support students to maintain the expected policy within their classroom. If a student does not honor the expectations at the classroom level, they will be referred to student support who will support the student in storing the phone for the remainder of the day. Repeated patterns of behavior will result in higher level administrative interventions including a contract with turning in the phone (to be stored in the secure location) at the start of the day and picking it up at the end of each school day.

III. PROCEDURES FOR STUDENT CELL PHONES AT RICHFIELD MIDDLE SCHOOL

Prohibited Usage:

DRAFT

- Cell phones, smartwatches (e.g. Apple or Google watches) and headphones/earbuds must be off and stored in lockers during school hours (8:30 AM - 3:30 PM).
- These personal devices should not be used, seen, or heard during this time.

Consequences for Violation:

First to Second Offense:

- The personal device will be confiscated and kept in the office until the end of the school day.

Third Offense and Beyond:

- A parent/guardian must pick up the personal device from the school.
- An individual device plan may need to be established with an administrator.

By adhering to this policy, students can focus on their education without the distraction of cell phones, smartwatches and earbuds.

IV. PROCEDURES FOR STUDENT CELL PHONES AT RPS ELEMENTARY SCHOOLS

Prohibited Usage:

- Cell phones must be turned off and stored in lockers or given to a teacher during school hours. Cell phones are not to be out at all during school hours.
- Smartwatches can be used as a timekeeping device, but not as a communication device. Communication features should be shut off during the school day.

Consequences for Violation:

First to Second Offense:

- The personal device will be confiscated and kept in the office until the end of the school day.

Third Offense and Beyond:

- A parent/guardian must pick up the personal device from the school.
- An individual device plan may need to be established with an administrator.

By adhering to this policy, students can focus on their education without the distraction of cell phones and smartwatch communication features. While we understand that parents/guardians may choose to have their student bring a cell

phone for communication purposes before or after school, school staff is not liable for any lost, stolen, or damaged devices.

Students who need to contact caregivers during the school day must obtain permission from their teacher or the office and use the school phone.

Dated:

DRAFT

524.5 PERSONAL ELECTRONIC COMMUNICATION DEVICES

I. PURPOSE

The objective of this policy is to support the school district's focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty.

II. GENERAL STATEMENT OF POLICY

To minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment and to support school environments in which students can engage fully with their classmates, their teachers, and instruction, the school board has determined the use of personal electronic communication devices by students during school hours should be limited.

III. DEFINITIONS

A. "Bell-to-Bell" means from when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day. "Bell-to bell" includes lunch and time in between class periods.

B. "Cell Phone" means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. The definition of cell phone includes a non-smart phone that is limited to making phone calls or text messages and a smart phone that encompasses the above features.

C. "Cyberbullying" means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device.

D. "Instructional Time" means any structured or unstructured learning experiences that occur from when the first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.

E. "Personal Electronic Communication Device" means any personal device capable of connecting to a cell phone, the internet, a cellular or Wi-Fi network, or directly connects to another similar device. Personal electronic communication devices may include cell phones, wearable devices such as smart watches, personal headphones, earbuds or pods, laptops, tablets, virtual reality devices, and other personal electronic communication devices with the abovementioned characteristics.

F. "Stored" means a cell phone or personal electronic communication device not being carried on the student's person, including not in the student's pocket. Storage options may include, but are not limited to, in the student's backpack, in the student's locker, in a locked pouch, or in a designated place in the classroom, as determined by school

administration.

IV. PERSONAL ELECTRONIC COMMUNICATION DEVICE USE AND STORAGE

A. Personal Electronic Communication Device Use

1. Students are prohibited from using personal electronic communication devices _____

2. Elementary Schools (K-5)

a. Students are prohibited from using personal electronic communication devices on school premises from bell-to-bell, which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day.

b. All personal electronic communication devices shall be kept in designated areas and turned off.

3. Middle Schools/Junior High Schools

4. High Schools (9-12)

a. Students are prohibited from using personal electronic communication devices during instructional time, which includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity.

b. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other personal electronic communication devices and all notifications must be turned off.

c. All personal electronic communication devices shall be kept in designated areas and turned off during instructional time. Personal electronic communication devices may be used during passing times and lunch periods; however, such use is discouraged.

B. Off-Campus School-Sponsored Activities

School administration may establish guidelines for personal electronic communication device possession and use during off-campus school-sponsored activities, such as extracurricular activities, outdoor and service trips, and school field trips. These guidelines will be provided at pre-activity meetings, activity-specific permission slips, and by other means as appropriate in the circumstances.

V. LIMITATIONS ON USE OF AND STORAGE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES

A. Limitations on Use of Personal Electronic Communication Devices

1. Personal electronic communication devices may not be used in any manner that causes or results in disruption of the educational environment or school-

sponsored extracurricular activities or events or impairs or interferes with school district operations.

2. Devices, including but not limited to personal electronic communication devices, with audio, video, or photo-taking capabilities shall not be used at any time in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of others. Confiscation and search of such devices will occur if found in these areas.

3. Students may not use a device to record, transmit, or post audio, videos, or photos of a person or persons on school grounds or on a school bus without the express permission of school staff in addition to the express consent of the individual or individuals that are the subjects of the recording.

4. Personal electronic communication devices may not be used to engage in bullying, cyberbullying, harassment, discrimination, or other activity prohibited under federal or state law or under school district policy.

5. Personal electronic communication devices shall not be used during a lockdown drill, a fire drill, or a similar safety drill.

B. Storage of Personal Electronic Communication Devices

Students shall keep their personal electronic communication devices in a secure place, such as the student's locker, a closed backpack, a storage device provided by the school, or an area designated by the classroom teacher at all times when personal electronic communication device use is prohibited.

V. EXCEPTIONS

A. Nothing in this policy prohibits a student from using a personal electronic communication device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.

B. A student may use a personal electronic communication device to monitor or address a health concern or medical condition upon permission granted by school administration.

C. Students may use a personal electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or substantial property damage.

D. A student may use a personal electronic communication device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the school district implements a curriculum that uses technology, students may be allowed to use their own personal electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

E. A personal electronic communication device may be stored in student vehicles parked

on school district property provided that the device is not removed from the vehicle while on school district property.

F. Students who need to make a call may request permission to use a telephone in the building office.

VI. DISCIPLINE

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:

A. Give the student a verbal warning and require the student to store the student's personal electronic communication device in accordance with this policy.

B. Securely store the student's personal electronic communication device in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class or period.

C. Place the student's personal electronic communication device in the school's central office for the remainder of the school day.

D. Place the student's personal device in the school's central office to be picked up by the student's parent or guardian.

E. Schedule a conference with the student's parent or guardian to discuss the student's personal device use.

F. Apply discipline as provided under school district policies and as appropriate.

G. Other (insert as needed).

VII. SCHOOL DISTRICT RESPONSIBILITY

A. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.

B. The school board directs the superintendent and school district administration to establish additional rules and procedures regarding student possession and use of personal electronic communication devices in schools as the superintendent and school district administration find appropriate. These rules shall be consistent with this policy and other applicable school district policies. These rules and procedures should seek to minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or pursuant to similar criteria.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)

29 U.S.C. § 794 (Nondiscrimination under Federal Grants and Programs)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 524 (Internet, Technology, and Cell Phone Acceptable Use and Safety Policy)
Away for the Day (www.awayfortheday.org)
MASSP/MESPA, *The Cell Phone Toolkit* (July 2024)

NEW BUSINESS - FOR ACTION **Agenda Item VI.E.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 3, 2025

Subject: Donations

(Recommended by the superintendent)

That the board of education accept the following donations with gratitude.

Richfield Public Schools received a donation of $100.00 from Kristin and Justin Schaack of Richfield.