

Richfield Public Schools

Rights and Responsibilities Handbook

Updated August 2025



Enriching and Accelerating Learning | Enriqueciendo y acelerando el aprendizaje

A Note From The Superintendent.....	2
Mission Statement.....	3
Belief Statements.....	3
Strategic Plan: Vision Statements.....	3
Shared Responsibilities.....	4
Rights and Responsibilities.....	5
Handbook Goals.....	8
Weather Closures.....	8
Standards of Student Behavior.....	9
Discipline Guidance for Early Childhood and PreK-3.....	9
Definitions of Behavior Categories And Disciplinary Responses.....	12
Bullying and Harassment.....	12
Disruptive Behavior.....	13
Drugs and Alcohol.....	13
Physical Aggression.....	14
Property.....	15
Weapons and other Safety Concerns.....	16
Other.....	17
Technology Responsible Use Agreement.....	18
Cell Phone or Other Personal Electronic Communication Devices.....	19
Transportation Expectations.....	19
Activity/Athletics Participation Requirements.....	20
Alternative Education Procedures.....	22
Guidelines For Students With Disabilities.....	23
Support Options.....	24
MN Statewide Assessments.....	25
Discipline Complaint Procedure.....	26
Legal Notices.....	26
Employment Background Checks.....	26
Equal Access to School Facilities.....	26
Notice of Violent Behavior by Students.....	27
Pledge of Allegiance.....	27
Student Surveys.....	27
Video and Audio Recording.....	27
School Buses.....	27
Places Other Than Buses.....	27
Parent Right to Know.....	27
Asbestos Management Update.....	28
Pesticide, Fertilizer and Weed Control Application.....	28
Lead In Water Annual Notification.....	28
Notice of Copyright.....	28
School Board.....	29
Communicating Concerns.....	30

A Note From The Superintendent

Dear Richfield Public School District Families,

This Handbook is essential as it outlines the rights and responsibilities necessary for supporting the educational success of students in Richfield Public Schools. Everyone in our community plays a role in ensuring safety, responsibility and kindness. The handbook includes expectations for student behavior, adult responsibilities in teaching these expectations, and measures to enhance school safety. Our goal is to create and maintain a fair, equitable and supportive school environment.

We believe students learn best through:

- Clear, consistent and developmentally appropriate expectations
- Strong relationships
- Ongoing family engagement and partnership

As we begin the school year, rest assured that everyone in our District is committed to providing a welcoming, caring and inclusive environment where every student feels a deep sense of belonging. Our aim is for students to be engaged, academically challenged and prepared socially, emotionally and behaviorally. It is crucial that we all work together to ensure the success of our students. Please use this handbook as a guide to understanding our expectations and discussing them with your child.

Sincerely,

Dr. Steven Unowsky, Superintendent

Mission Statement

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

Belief Statements

- All students are capable of achieving their dreams with the right educational foundation.
- 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.
- Extracurricular activities are an asset to our entire school community, enhancing all aspects of school life and ensuring a well-rounded educational experience for students.
- Only by working in alignment across all departments can we, as a district, achieve our goals.
- 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.

Strategic Plan: Vision Statements

- **Academics:** All students are capable of achieving their dreams with the right educational foundation.
- **Climate & Culture:** All students, families, staff and community members will share a sense of ownership, pride and belonging to Richfield Public Schools, where they will be part of a warm, welcoming and respectful environment that celebrates each and every individual.
- **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.
- **Business & Operations:** Every person in every role and every department will work together seamlessly to further our mission and vision.
- **Communications & Marketing:** 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 communications.

Shared Responsibilities

Our shared responsibilities are aligned to our core expectations of RESPONSIBILITY, KINDNESS and SAFETY. The safety and security of all students is our highest priority and we are committed to providing an environment that enriches and accelerates learning. To ensure this, all stakeholders have an important role.

	Students	Parents/Guardians	All RPS Staff
Positive Relationships	Build and maintain positive relationships within the school community. Identify an adult in the building you feel comfortable going to with questions and concerns.	Build and maintain a positive relationship within the school community.	Build and maintain positive relationships with all students and their families.
Kindness	Be kind to yourself, the learning environment, other students, parents/guardians, school visitors, and all staff.	Demonstrate kindness and support the learning environment and school staff.	Develop a learning community and a kind environment that supports social-emotional and academic success.
Support	Seek and accept help when needed.	Advocate for your child through regular communication with school staff.	Regularly communicate with students and families. Support them and refer to needed services when they ask for assistance.
Attendance	Go to school every day on time, ready to learn and give your best effort.	Make sure your child arrives at school every day on time and prepared to learn.	Create a welcoming environment. Have high expectations for all students.
Responsibility	Learn and follow school expectations and procedures.	Learn and talk with your child about the expectations and procedures at their school.	Teach, model and reinforce school expectations and procedures. Follow the school-wide discipline plan.
Technology Use	Use technology and equipment in a responsible way following expected technology agreement	Review the technology agreement with your child.	Tailor instruction for student voice and choice within a technology rich learning environment.
Safety	Conduct yourself in a manner to ensure your safety and the safety of others. Report any safety issues to school personnel.	Support and uphold expectations for safety within the school community and contact your child's school if you observe or are aware of potentially unsafe activities or conditions.	Create and monitor safe conditions in the school environment. Report any safety concerns.

Rights and Responsibilities

	Rights	Responsibilities
Accessing Records	- Students' parents/guardians and eligible students under federal law generally have the right to view their school records. - Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with expected requirements and policy established by the school district.	Eligible students are responsible for following district procedures regarding access to their school records.
Anti-Discrimination/Harassment Free Environment	- Students have the right to a learning environment free from discrimination, harassment and violence based on an individual's race, creed, sex, marital status, national origin, age, color, religion, familial status, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, disability, or membership or activity in a local commission as defined by Minn. Stat. § 363A.03. - Students have a right not to be retaliated against for making good faith reports of discrimination, harassment, or violence.	- Students are responsible for treating other students and district employees in a manner that does not discriminate or harass an individual based on protected class. - Students are responsible for reporting to staff (i.e., teacher or principal) incidents of bullying, discrimination, harassment, violence or retaliation that they have experienced or of which they are aware. Harassment, Violence and Bullying Report Form
Attendance	Absence or tardiness of students because of religious holidays and observances shall be recorded as excused absences or tardiness at the written request of the parent/guardian.	- Students are expected to be in class. Students are responsible for following the school's procedures for tardiness and expectations for passes. - Students and parents/guardians are responsible for following the school's attendance and tardiness rules and procedures. - Students and parents/guardians are responsible for notifying the school (e.g., a written note, phone call) before an absence or upon returning to school after an absence. Absences must follow expected statute for excusal. - Students and parents/guardians are responsible for notifying the school if the student must leave during the school day. - Absence during suspension is excused, students are expected to complete missed work.

Fair Treatment	- Students have the right to due process, as defined in the Minnesota Pupil Fair Dismissal Act, when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation. - Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.	- Students are responsible for responding to all directions or questions from staff and for following all laws, policies, rules and expectations that apply to them. - Students are responsible for knowing and following all applicable classroom rules, expectations, and procedures. - Students are responsible for treating all persons with kindness - Students are responsible to participate in and answer any questions on an investigative matter regarding a potential violation of the student code of conduct.
Gender Identity	Students have the right to be identified by their preferred name, pronoun, and asserted gender in learning spaces, facilities, and extracurricular activities consistent with Board Policy and procedures.	- Students must communicate with school staff if their school records are not reflective of their preferred name, pronoun, and/or gender identity. - School record name and/or gender changes connected to gender identity require submitting updates to the office in accordance with Board procedures.
Interview with outside Agencies	- Students have the right to be free from interviews by private parties, such as attorneys and private investigators, during the school day. - Students generally have the right to be free from interview or interrogation during the school day by the Police Department unless the student's building administration determines it is unwise or unsatisfactory for the Police Department to contact the student outside of school.	
Learning and Academic Work	- Students have the right to a free public education according to state and federal law. - Students have the right to attend school and gain an education as provided by law. Attendance at a particular school is a privilege, not a right. For more details, see Minn. Stat. § 120A.36 at revisor.mn.gov/statutes. - Students have the right to attend school in a safe environment that is free from disruptive behavior by others. Students have the right to experience learning opportunities that reflect their cultural experiences in a non-racist, non-sex-biased, gender and disability fair manner.	- Students are responsible for daily attendance, for completing class assignments on time, and for bringing appropriate materials required for class use. - Students are responsible for behaving in such a manner that supports learning for all, does not pose a potential or actual danger to themselves or others, and is not disruptive to the learning process for others. - Students are responsible for respecting the cultural experiences shared by their peers. - Students are responsible for obtaining and completing make-up work assigned for periods of absence.

	• Students have the right to make up school work missed during an absence. • When absent for an extended period as a result of a medical issue, students have the right to necessary home/hospital instruction as regulated by state guidelines.	
Medications	• Students have the right to receive medications and medical procedures that must be administered during the school day in order for a student to attend school consistent with Board policy and procedure.	• Families are responsible for communicating with the school nurse or other school staff about new or changes in medications or medical procedures when they must be administered during the school day. • Students are responsible for cooperating with school staff regarding medications & medical procedures to be administered during the school day.
Personal Property and Privacy	• Students generally have a right of privacy in their persons and in their personal property on school district property and at school-sponsored or -associated events. • According to Minnesota law, students have the right to use school-owned property (e.g., lockers, desks, iPads) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent or requirement for a search warrant. For more details, see Minn. Stat. § 121A.72, subd. 1 at revisor.mn.gov/statutes/.	• Students must not bring onto school district property, or to school-sponsored or -associated events, any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people. Items prohibited include, but are not limited to, stolen goods, weapons and lookalike weapons, and other illegal items. • When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student's person or property including motor vehicle. • Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited. • The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. For more details, see Minn. Stat. § 121A.72, subd. 1 at revisor.mn.gov/statutes/.
Student Dress	• Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student's health or safety, causes an	• Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, student dress cannot be a health and/or safety hazard, obscene, sexually explicit or discriminatory. Clothing that displays

	interference with school work or creates classroom or school disorder.	words or images that communicate a message that is racist, sexist, or otherwise derogatory is not permitted. Clothing that displays references to alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.
--	--	--

Handbook Goals

At Richfield Public Schools, our goal is to create a safe and supportive climate and culture for all of our students. This Student Handbook is intended to provide guidelines for the teaching and implementation of expected behaviors. All expectations outlined in this handbook must be followed before, during and after school while inside school buildings, on school grounds, and at school-related activities and events. Students also must follow these rules while traveling in school provided transportation to and from school and to any school event. To facilitate your success and provide a blueprint regarding basic expectations, this handbook provides a summary of guidelines, expectations, and responsibilities expected for Richfield Public Schools.

Weather Closures

When making the decision to close schools (including late start or early release), some of the factors considered include:

- The safety and well-being of students and staff
- Severity of the weather
- Timing of weather (overnight, weekend, etc.)
- The ability for buses and cars to travel safely

School Days

- The Superintendent and District leaders will make the decision to delay or close school no later than 5 a.m.
- We will announce this information on social media and our [website](#) by 5:30 a.m.
- Families and staff will be notified with a phone call, email and text message by 5:45 a.m.
- All local news sources will be notified.

Early Release or After School

- The Superintendent and District leaders will make the decision to cancel afternoon programs no later than noon.
- We will announce these cancellations on social media and our [website](#) by 12:15 p.m.
- Families and staff will be notified with a phone call, email and text message by 12:45 p.m.
- All local news sources will be notified.

Standards of Student Behavior

Richfield Public Schools (RPS) defines equity in student behavior as acknowledging that society has not afforded the same resources, access, and treatment to everyone, and our work is to remedy all inequities through actions. We are committed to embedding equitable practices to engage all learners. We believe all students deserve a safe, supportive school environment to thrive academically and developmentally. Through Conscious Discipline, an adult-first, self-regulation practice, all staff create safe environments and build healthy relationships to effectively teach our students. In addition, knowing and following expectations and procedures will support students in making positive choices and accelerate academic progress. The expectation is that all staff will have invested time proactively to teach and practice social, emotional, behavioral skills, including RPS's School Wide Behavior Expectations (SWBE):

- We are Kind
- We are Responsible
- We are Safe

This creates a classroom and school community where all students know and can demonstrate the skills needed to perform expected behaviors. RPS outlines all expected behaviors to these three core values. When teaching students the expectations for conduct, these core values can be used to design pro-social skills instruction and to develop replacement behavior strategies.

Levels of Corrective Strategies

The Handbook holds students accountable for their behavior. Infractions are grouped into five progressive levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct begins with the lowest level of disciplinary response and includes appropriate support and interventions. Each level provides the district-wide expectations, examples of expected behavior, infractions of expectations, and choices to address student infractions. Definitions for each behavior are included at the end of each level. These are not intended to be exhaustive lists; behaviors covered by the definitions include, but are not limited to, the examples given.

Levels of Behavior

Behaviors are divided into five levels with examples of strategies and responses, which:

- Teach positive behavior so students can learn and be kind, responsible and safe
- Maintain the continuity of the student's instruction within the classroom and broader school community.
- Ultimately focus on repairing harm, restoring relationships, teaching replacement skills, and changing behavior

Level 1 reflects minor behaviors and Level 5 reflects most serious behaviors. For each behavior on the chart below, there is a defined range of levels or responses. The first is the minimum response and whichever level the last appears under is the maximum response.

Discipline Guidance for Early Childhood and PreK-3

This Handbook establishes discipline policies for students in grades K-12. RPS recognizes students entering early childhood programs at varying school readiness levels and from a variety of backgrounds, and thus early childhood students demonstrate a wide range of behaviors and skills. RPS staff use supportive environments, proactive measures, positive reinforcement, and responsive strategies to guide and teach expected student behavior. Suspensions are prohibited for children in early childhood education and K-3 programs as they are afforded non-exclusionary discipline processes (this provision does not apply to partial day dismissals). Expulsions and exclusions may be used only after non-exclusionary discipline resources have been exhausted and only in circumstances where there is an ongoing serious safety threat to the child or others.

Level 1

Level 1 behavior incidents are minor in effect and are addressed at the classroom level. The staff response is to first self-regulate and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Staff members are expected to use a variety of teaching and management strategies.

Examples of Strategies and Responses Include, but are Not Limited to - Classroom Managed

● Adult self regulation: ○ Pause, breathe, self-talk ○ Focus on what you want the student to do ○ Use <i>Noticing</i> language ■ <i>I see _____, Is there something I can do to support you?</i> ● Nonverbal redirection ○ Eye contact ○ Pause ○ Proximity ○ Pre-arranged signal ○ Planned ignoring ● Verbal redirection ○ Quiet word ○ Give choice ○ Cue SWBE ○ State consequence (simple, reasonable, enforceable)	● Cue Safe Place ● Cue student specific break plan ● Re-teach/review SWBE, SEL skill ● Discuss behavior in private ● Seat change ● Role-play SWBE, SEL skill ● Daily progress sheet on behavior ● Break from class to another supervised classroom (less than 15 minutes) ● Parent/guardian communication
--	---

Level 2

Level 2 behavior incidents are also minor in effect and are usually addressed at the classroom level. The staff response is to first self-regulate and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Level 2 behavior incidents include: 1) repeated or significant incident(s) of Level 1; 2) unexpected behavior towards another student, staff, volunteers, etc; 3) behavior that is generally managed with a brief strategy by an adult present in that setting, and may include additional brief contact with support staff such as Dean, Social Worker, Student Engagement Specialist, Campus Supervisor or other trusted adult.

Examples of Strategies and Responses Include, but are Not Limited to-Classroom Managed

● Use of lower-level strategies and responses ● Parent/guardian communication ● Loss of classroom/setting privileges ● Assigned seat on bus ● Implement relationship-building strategy 2x10 ● Teacher/student problem solving conference ● Restorative practices ● Conflict resolution	● Restitution (fix-it plan) ○ Reflective activity ○ Apology ○ Peer mediation ○ School community service ● Behavior contract: expected student behaviors/consequences and incentive ● Referral to formal Check-In/Check-Out plan with adult ● Referral to school based, skill building group ● Loss of transportation (bus) privileges for behavior on the bus (unless conflicting with IEP)
--	--

Level 3

Level 3 behavior incidents are more serious in effect and are usually addressed outside the classroom by the student support team. These actions aim to correct behavior by stressing the seriousness of the behavior while providing access to educational programming.

Examples of Strategies and Responses Include, but are Not Limited to-Office Managed

● Use of lower-level strategies and responses ● Loss of classroom/setting privileges ● Restorative practices ● Parent/guardian and/or staff conference ● Contract between teacher, student and parent/guardian ● Restitution for property incidents ● Referral to building Social Emotional Behavioral Team ● Change in schedule ● Referral to outside resources	● Removal from classroom ● Alternate in-school educational programming, during which school work is completed, for less than half a day ● In-school suspension, during which school work is completed ● Out of school suspension ○ Suspension re-entry ● Threat Assessment ● Potential police notification
--	---

Level 4

Level 4 behavior incidents have a more serious impact and are addressed outside the classroom, by school administration and possibly, additional district-level support. These strategies or responses focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

Examples of Strategies and Responses Include, but are Not Limited to - Office Managed

● Use of lower-level strategies and responses ● Parent/guardian conference ● Restitution for property incidents ● Check in/process with staff ● Suspension	● Refer to or review with Student Teacher Assistance Team (STAT) ● Referral to outside resources ● Potential police notification ● Interim alternative educational placement
--	--

Level 5

Level 5 behavior incidents are the most serious in effect and require the principal to notify the Superintendent or designee. Furthermore, in consulting with the superintendent or designee, these behaviors may result in the potential for police notification and potential expellable offenses. The focus is on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

Examples of Strategies and Responses Include, but are Not Limited to - Office Managed

● Restorative practice ● Restitution for property incidents ● Suspension ● Refer to or review with Student Teacher Assistance Team (STAT)	● Referral to outside resources ● Interim alternative educational placement ● Expulsion or exclusion (an act of the Board of Education)
---	---

Administrator will assign a level of response based on the seriousness of the incident. State Statute requires notification to appropriate school staff of information about students with history of violent behavior. RPS Board Policy 582.

Definitions of Behavior Categories And Disciplinary Responses

Bullying and Harassment							
Definition	Additional Information	L1	L2	L3	L4	L5	Classification
Bullying (School Board Policy 113) Bullying is a pattern of intimidating, threatening, abusive, or harmful actions either in-person or through electronic communication. The definition of bullying contains the following three criteria: 1. Behavior is repeated or forms a pattern. 2. Involves either a real or perceived power imbalance between students. 3. Materially and substantially interferes with a student's education. The conduct is defined as something that: may cause, or causes fear of physical harm to person or property; violates an expectation of privacy; defames; causes intentional infliction of emotional distress; or is directed at a student's characteristics.	For these categories, specify if the victim was targeted based on any of the following personal characteristics: • Gender • Race, ethnicity, or color • Socioeconomic status • Sexual orientation, gender identity, or expression • National origin • Physical appearance • Religion • Academic status related to student performance • Disability • Immigration status • Marital or family status		•	•	•	•	Violent
Harassment (School Board Policy 103) Harassment is participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals or classes based on: race, gender, disability, religion or creed, national origin or culture, age or grade level, sexual orientation, socio-economic status, or any physical or mental attributes. Harassment includes words, spoken or written, and/or any actions that negatively impact an individual or groups as defined above.				•	•	•	Violent
Harassment, Sexual (School Board Policy 103) Sexual harassment is harassment based on sex. Behaviors that may constitute sexual harassment include, but are not limited to: unwelcome sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature (including nudity), sent by electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching.				•	•	•	Violent
Hazing (School Board Policy 108) Committing an act against a student, or coercing a student(s) into committing an act, that endangers the mental or physical health or safety of that student(s), in order for the student to be initiated into or affiliated with a student organization. A student organization does not include a gang, and is rather a group, club, or organization having students as its primary members or participant.				•	•	•	Violent/ Non-violent

Disruptive Behavior								
Definition	Additional Information	L1	L2	L3	L4	L5	Classification	
Engaging in Verbal Conflict An interruption in the school environment by engaging in a loud argument that includes disparaging comments or discussion or potential physical conflict.		•					Subjective	
Profane or Inappropriate Language/Gestures Using inappropriate words, topics or behaviors of conversation in school.		•	•				Subjective	
False Allegations Against Student or Staff Any knowingly or recklessly false allegation against a staff member or student, written, spoken or otherwise communicated which is harmful to their reputation or which may impede the ability of the staff member to perform assigned duties.		•	•	•			Non-violent	
On School Property Without Permission Being on school property without permission, including while suspended or expelled; includes breaking and entering or attending a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises.				•	•		Non-violent	
Truancy In the building or on the school grounds but not in attendance at assigned class.		•	•	•	•		Non-violent	
Out of Assigned Area Leaving expected area such as classroom, lunchroom, building or school ground without permission.			•	•			Non-violent	
Refusal to Cooperate with School Staff Refusing to comply with reasonable requests, rules or directions from an adult.		•	•	•			Non-violent	
Refusal to Cooperate with School Administrative Staff A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.			•	•			Non-violent	
Verbal or Written Abuse Abusive communication directed at staff or students which includes words or actions that threaten the individual's safety or security.		•	•	•			Non-violent	

Drugs and Alcohol								
Definition	Additional Information	L1	L2	L3	L4	L5	Classification	
Alcohol, Possession/Use/Under the Influence Possession, use or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities.	Possession/Use			•	•		Non-violent	
	Solicitation/Sale				•	•	Non-violent	
Controlled Substance/ Drugs, Possession/Use Any unlawful possession or transportation of any controlled substance; or unlawfully being under the influence of any controlled	Possession/Use			•	•		Non-violent	

substance; or possession of equipment or devices used for taking controlled substances while on school grounds or at school-sponsored activities.	Solicitation/Sale					•	•	Non-violent
Controlled Substance/Drugs, Soliciting/Selling The unlawful cultivation, manufacture, distribution, sale, or purchase of any controlled substances; or possession of equipment or devices used for preparing drugs while on school grounds or at school-sponsored activities.								
Over-the-Counter Medication - Against School Policy Student possess or use over-the-counter medication, and the possession or use is against school policy. (MDE)			•	•				Non-violent
Vaping/E-Cigarettes/Tobacco, Possession/Use Possession or use of any tobacco products, including but not limited to, cigarettes, cigars, vapor or e-cigarettes, or chewing tobacco. All items will be confiscated and not returned.			•	•				Non-violent

Physical Aggression								
Definition	Additional Information	L1	L2	L3	L4	L5	Classification	
Assault Assault is doing an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.						•	Violent	
Assault With A Weapon The intentional infliction of substantial bodily harm, or great bodily harm upon another, or committing an act with a firearm, dangerous weapon or other weapon with intent to cause fear in another of immediate bodily harm or death.						•	Violent	
Assault, Sexual Intentional touching of a sexual nature, such as rape, fondling, and molestation. Students of all genders can be victims of sexual assault. (MDE)					•	•	Violent	
Facilitating or Instigating Violence Encouraging a fight to start (or continue by preventing access). This is not the same as cheering on a fight.				•	•		Non-violent	
Fighting, Less Serious Mutual physical combat that does not result in injury or a substantial disruption to the school environment, other than the disruption of the fight itself. A student who retaliates, promotes or instigates will be considered part of the fight. This is regardless of who initiates the fight or whether the student believes he/she was fighting in self-defense.			•	•			Subjective	
Fighting, Serious Two or more persons mutually participate in the use of force or physical violence that may require intervention to end the altercation, physical restraint, or results in injury. Fighting does not				•	•		Violent	

include conduct rising to the level of physical assault, nor does it include roughhousing or play fighting.							
Physical Contact (No Bodily Harm) Students engage in non-serious but inappropriate physical contact, such as pushing, play fighting, or wrestling.		•	•	•			Non-violent
Reckless Behavior, Less Serious (No Bodily Harm) Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk.			•	•			Non-violent
Reckless Behavior, More Serious (Bodily Harm) Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk.				•	•		Non-violent
Threats or Intimidation Use of violence, force, coercion, threat, intimidation or similar conduct in a manner that constitutes a substantial interference with school purposes.			•	•	•		Violent
				•	•	•	Violent

Property							
Definition	Additional Information	L1	L2	L3	L4	L5	Classification
Reckless or Careless Driving Driving on school property in such a manner as to endanger persons or property.				•	•	•	Violent
Theft, Minor The unauthorized taking or keeping of the property of another on school grounds during school hours.	Cost \$0	•	•				Non-violent
	Cost \$1-500	•	•	•			Non-violent
	Cost >\$500	•	•	•	•		Non-violent
Vandalism Willful or malicious destruction or damage of school or personal property on school grounds without consent of the owner.	Cost \$0	•	•				Non-violent
	Cost \$1-500	•	•	•			Non-violent
	Cost >\$500	•	•	•	•		Non-violent
Robbery Taking or attempting to take anything of value personal property that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. Report robberies involving weapons as “Weapon – Use.”					•	•	Violent

Weapons and other Safety Concerns								
Definition	Additional Information	L1	L2	L3	L4	L5	Classification	
Arson Intentional destruction or damage to school or district building or property by means of fire.	• Cost \$0 • Cost \$1-500 • Cost over \$500 • Use of accelerant				•	•	Violent	
Bomb/Explosive Device (School Board Policy 111) Use of an incendiary or explosive device that intends to or leads to malicious destruction of property or personal harm.	• Cost \$0 • Cost \$1-500 • Cost over \$500				•	•	Violent	
Pyrotechnics Possession or use of pyrotechnic devices on school property. Include devices such as all fireworks and smoke or stink bombs.	• Cost \$0 • Cost \$1-500 • Cost over \$500 • Use of match or lighter			•	•	•	Violent	
Extortion Obtaining money, property, or services another person against their will through coercion, intimidation, or threat of physical or reputational harm.					•	•	Violent	
Bomb Threat Verbal, electronic or written threat to detonate an incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists.					•	•	Violent	
False Alarm Causing a substantial disruption to the school environment and/or placing students at risk by making a false report or activating an alarm.				•	•	•	Violent	
Incapacitation Device, Possession, with Use or Intent to Use Possession or use of a device designed to temporarily immobilize or incapacitate people such as taser, stun gun, fart spray, pepper spray or tear gas derivative.				•	•	•	Violent	
Terroristic threats Direct or indirect threat to commit any act of violence with intent to terrorize another, cause evacuation of school property including buses or cause terror with reckless disregard of the risk of causing such terror or inconvenience.				•	•	•	Violent	
					•	•	Violent	
Weapon, Possession of Real or Replica (School Board Policy 111) Possession of any object, device or instrument that is designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.				•	•	•	Violent	

Weapon (Dangerous) Possession/Use (School Board Policy 111) Possession of any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit							•	Violent
--	--	--	--	--	--	--	---	---------

Other							
Definition	Additional Information	L1	L2	L3	L4	L5	Classification
Academic Dishonesty - Cheating is the act of copying, photographing, allowing your own work to be copied, revealing test content, altering scores or records, citing issues. Plagiarizing is the act of using another person's ideas or expression in writing or speaking without acknowledging the source. This includes copying work from a book, computer source or another individual. - Utilizing Artificial Intelligence to complete work is also a form of academic dishonesty. It should not be used to replace academic processes like learning the writing process, or solving complex math problems.		•	•	•			Non-violent
Forgery Falsely making or altering a writing by which the legal rights or obligations of another person are apparently affected; simulated signing of another person's name to any such writing (MPS)				•	•		Non-violent
Gang Activity - Conduct that is gang-motivated or related to gang membership. Examples include, but are not limited to: displaying gang symbols, gang paraphernalia, participating in the recruitment/initiation of a student into a gang. - A gang is an organized group characterized by turf concerns, special dress or colors, and engagement in delinquent or illegal activity.			•	•	•	•	Subjective
Pornography Accessing, recording, viewing or showing sexually inappropriate materials.			•	•	•	•	Non-violent

Sexual Misconduct Engaging in sexual contact with another person, including intentional touching of clothing covering a person's intimate parts or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments. Intentionally exposing private parts to another. This includes, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.				•	•	•	Varies
Student Dress Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district.		•	•	•			Non-violent
Technology Misuse/Violation Using a cell phone, electronic device, or the internet for non-educational purposes or without the permission of the classroom teacher or school administrator.		•	•	•	•		Non-violent
Technology-Unauthorized or Inappropriate Use of District Technology Resources (School Board Policy 107) Technology Violations and Acceptable Uses are covered in the Parent/Student Acceptable Use Policy that all students sign annually. As technology continues to rapidly evolve, so will our policies. Please make sure to carefully read the policy every year before adding your signature. The AUP is linked here in English and here in Spanish.	Cost \$0	•	•				Non-violent
	Cost \$1-500	•	•	•			Non-violent
	Cost over \$500	•	•	•	•		Non-violent

Technology Responsible Use Agreement

Digital resources are provided for students to conduct research, complete assignments and communicate with others. Students are responsible for good behavior when using the District's digital resources just as they are in a classroom or a school hallway. Access is a privilege, not a right, and entails responsibility. As such, general school rules for behavior and communications apply and users must comply with District standards. District staff may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files created and/or stored on District digital resources will be private. In addition, District-issued Chromebooks can only be used between 5 a.m. and 11 p.m. for students in elementary and middle school. Access to the internet and email enables students to use thousands of libraries, databases, and other web resources. Richfield Public Schools employs various tools to protect students from harmful content, including filtering software. We believe the benefits of internet access, including information resources and collaboration opportunities, outweigh any disadvantages.

A list of district-approved applications and web platforms your students may interact with can be [found here](#). For more information on any of these platforms, please reach out to the technology department at tech.support@rpsmn.org.

More information is available in the full responsible use agreement ([English](#) | [Spanish](#)).

Cell Phone or Other Personal Electronic Communication Devices

Cell phone expectations and use guidelines are based on [Board Policy 550 and 550.1](#). These rules and procedures seek to minimize the impact of cell phones and other personal electronic 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.

Transportation Expectations

Transportation expectations and consequences are based on the Board Policy 742 and 742.1. The school district bus safety rules are posted on every bus. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events.

Riding a school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic school students.

Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. All school rules are in effect while a student is riding the bus or at the bus stop. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation personnel. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.

Rules at the Bus Stop

- Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at your bus stop.
- Keep your arms, legs and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation or horseplay.
- No use of alcohol, tobacco or drugs.

Rules on the Bus

- Follow the directions of the driver.
- Sit in your seat facing forward.
- No swearing or rude gestures.
- Keep your arms, legs and belongings to yourself and inside the bus.
- No fighting, harassment or intimidation.
- Do not throw any object.
- No eating, drinking or use of tobacco or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Activity/Athletics Participation Requirements

Eligibility Requirements & Requirements for Participation

MN State High School League Code of Conduct & Eligibility

- A. Student Conduct: We believe that high standards of conduct and citizenship are important aspects of a quality activity program and we hold all of our students to a code of ethics. Any conduct that results in dishonor to the student, the program or the school will not be tolerated. These include, but are not limited to, hazing, theft, vandalism, harassment or illegal activity. These behaviors damage the reputation of everyone associated with the program.
- B. Student Code of Responsibilities (MSHSL Bylaw 206): Participation in interscholastic activities is a privilege which is accompanied by responsibility. As a student participating in League-sponsored activities, I understand and accept the following responsibilities:
 - a. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
 - b. I will be fully responsible for my own actions and the consequences of my actions.
 - c. I will respect the rights and property of others.
 - d. I will respect and obey the rules of my school and the laws of my community, state and country.
 - e. I will show respect to those who are responsible for enforcing the rules of my school and laws of my community, state and country.
 - f. *Penalty - A student who is dismissed from school or who violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the school principal acting on behalf of the local board of education.*
- C. MSHSL Eligibility:
 - a. MSHSL Bylaw 101.00: Must be under 20 years of age (or 22 years of age for adapted sports).
 - b. Seasons: No more than four seasons in a sport (grades 9-12).
 - c. Students may participate for four consecutive years beginning in ninth grade.
 - d. Suspensions: No participation while a student is suspended from school.
- D. MSHSL Bylaws 205.00 and 209.00: These policies, established by the Minnesota State High School League, govern chemical use, harassment and hazing. Any violation results in a loss of eligibility.
 - a. Violations
 - i. First Violation: The student shall lose eligibility for the next two consecutive contests or two weeks, whichever is greater, of a season in which the student is a participant.
 - ii. Second Violation: The student shall lose eligibility for the next six consecutive contests or three weeks, whichever is greater, of a season in which the student is a participant.
 - iii. Third Violation: The student will lose eligibility for the next 12 consecutive contests or four weeks, whichever is greater, of a season in which the student is a participant.
 - b. Penalties
 - i. While serving any penalty, the student must follow all program rules and expectations. If these rules are not followed the penalty will not be considered served.
 - ii. No student is eligible for All-Conference honors or post-season awards after serving a suspension for a Minnesota State High School League violation that season.
 - iii. In order for a penalty to be considered complete, the student must finish the entire season of the activity in which they participate. If a student fails to participate for the entire season, their penalty will not be considered served and must be served in any subsequent activity in which the student participates.

- iv. Penalties are cumulative beginning with the student's first participation in a Minnesota State High School League sponsored activity or any competitive activity and will continue throughout the student's high school career, including when school is not in session.
- v. Violations may be appealed through the Minnesota State High School League.

Richfield Public Schools Athletic Registration Information

All participants at Richfield Middle School and Richfield High School must be registered prior to their first practice or rehearsal. This includes a current sports qualifying physical on file in the Activities Office, MSHSL forms, and an activity-specific emergency form.

RPS Academic Eligibility Requirements*

In order to participate on an athletic team, each athlete must maintain the minimum number of credits shown below. Credit totals shown are at the end of any given semester. Additionally, students must be making progress toward graduation.

9 th Grade		10 th Grade		11 th Grade		12 th Grade
S1	S2	S1	S2	S1	S2	S1
5	10	16	22	29	36	43

RPS Attendance Expectations*

- A. Co-Curricular Attendance Expectations (RPS School Board Guideline 545.1):
 - a. Students who wish to participate in activities must be in attendance for at least half of the school day (four of the seven class periods) and have an excused absence for the missed class periods. School-sponsored activities are exempt from this rule.
 - b. The Activities Director has the authority to make exceptions to the four class period rule if a parent/guardian request is received by the Activities Director in advance.
 - c. A student will maintain adequate progress toward graduation to participate in activities.
 - d. Students absent from school on Friday with competition the following day (Saturday) will be eligible to participate provided the absence was excused.

**Subject to the requirements of Section 504, IDEA as applicable to students with disabilities.*

Student Spectators at Athletic Events

Richfield High School students showing a valid current school I.D. will be admitted free to all home athletic events. Richfield Middle School students showing a valid current school I.D. will be admitted free to all home athletic events when accompanied and supervised by a paying adult. One adult may not supervise more than four non-family members.

Alternative Education Procedures

If a student is suspended for more than five school days, they are entitled to alternative educational services that will allow the student to progress toward meeting graduation requirements. A suspension for more than five school days must have prior approval from the Superintendent, Assistant Superintendent/designee, with a reason for the longer suspension.

Alternative educational services are defined in Minn. Stat § 121A.41 and may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.02, although in a different setting.

Richfield Public Schools provides alternative educational services according to the following schedule:

Suspension Length	School Services Provided	Administrative or Designee Responsibility	Parent/Guardian Responsibility
Up to 5 School Days	Current classroom work and homework will be made available as soon as possible.	Arrange for collection of classroom work and homework from teachers or ensure electronic access through work management systems.	Pick up classroom work and homework from the school administrator, arrange to have it delivered to home. Return completed work upon student's return to school. Support child in accessing electronic work management systems.
6-10 School Days	Current classroom work and homework will be made available no later than day 6.	Arrange for collection of classroom work and homework from teachers or ensure electronic access through work management systems.	Pick up classroom work and homework from the school administrator, arrange to have it delivered to home. Return completed work upon student's return to school. Support child in accessing electronic work management systems.
> 10 School Days (only pending expulsion or when a student constitutes a substantial and immediate danger)		Arrange for instruction through electronic media as soon as a determination has been made to refer student for expulsion.	Assist school administrator in establishing a schedule for the delivery of homebound services.

The school principal is responsible for ensuring the school attempts to provide required alternative educational services. Parents/guardians also have the responsibilities set forth above. Parents who have concerns about the school's compliance with these procedures should contact the school principal or the Assistant Superintendent. Additional information related to special education students: Richfield Public Schools may have additional obligations to special education students who are not explained here. For more information about the rights of special education students, see [the Procedural Safeguard Notice Parental Rights](#) for Public School Special Education Students or contact the school principal, your student's case manager, or the Director of Special Education.

Guidelines For Students With Disabilities

	IEP Meeting Required	Manifestation Determination Required	Functional Behavioral Assessment Required	Service Provision	Notifications	Additional Information
Removal for 1 or less days	NO*	NO*	NO*	NO	Case Manager	Counts toward 10 cumulative Days
Student suspended for less than 10 consecutive school days	NO*	NO*	NO*	NO	Case Manager and Special Education Supervisor	5 Days Alternative Education Services
Student suspended for 10 consecutive school days	YES	YES	NO	YES	Case Manager and Special Education Supervisor	Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) must be reviewed
Student removed for 10 cumulative school days in a school year or more (Every day after the 10th day of suspension, the IEP team must follow this process)	YES	YES (on or prior to 10th day)	YES	YES	Case Manager and Special Education Supervisor	FBA must be considered. IEP must include a Positive Behavior Plan Must be afforded special education services/ supports to make progress toward graduation
Student placed on in-school suspension	NO	NO	NO	NO	Case Manager	Counts toward 10 cumulative days
Parent requests a manifestation determination following any removal for disciplinary	YES	YES	NO*	NO	IEP Case Manager and Special Education Supervisor	
Student suspended from the bus	Varies based on service**	Varies based on service**	Varies based on service**		Case Manager and Special Education Supervisor	

**Unless the removal brings the total number of cumulative days to more than 10 or the parent requests a meeting.*

***If bus transportation is part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered. If bus transportation is not part of the student's IEP, a bus suspension typically would not be a removal.*

Students with Disabilities and Students with an Individual Education Program (IEP)

When a student with a disability has been suspended for five consecutive school days or after the 10th cumulative school day within the school year, the IEP team must meet to hold a manifestation determination meeting. The team will determine if the behavior is related to the student's disability. A dismissal for one school day or less is a day of suspension if the student with a disability does not receive regular or special education instruction during that dismissal period. A student with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days. Before initiating an expulsion or exclusion, the district, relevant members of the student's IEP team, and the student's parent or guardian shall, consistent with federal law, determine whether the student's behavior was caused by or had a direct and substantial relationship to the student's individualized education program. When a student with a disability who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the district shall continue to provide special education and related services during the exclusion or expulsion. Minn. Stat. § 121A.43

Students with Disabilities and Students with Section 504 Plans

Students covered by Section 504 of the Rehabilitation Act of 1973 may be disciplined for behavior related to their disabilities, unless the discipline would result in a significant change of placement. A qualified student with a disability may not be suspended for more than five consecutive school days or 10 cumulative school days without a manifestation determination conducted by the student's 504 team.

Support Options

Student Support Services

All RPS schools have aligned student support services. If your child is experiencing any social, emotional, behavioral or health needs, please contact the school to request information regarding available student support services.

School	Contact Number
Early Learning/Central Education Center	612-243-3007
Centennial Elementary	612-798-6800
Richfield Dual Language School	612-798-6700
Richfield STEM Elementary	612-798-6600
Sheridan Hills Elementary	612-798-6927
Richfield Middle School	612-798-6404
Richfield High School	612-798-6120
Richfield College Experience Program (RCEP)	612-243-3045
Transition Plus	612-798-6202

Families Experiencing Homelessness

If your family is currently experiencing homelessness, such as staying in a shelter, hotel or temporarily with others, we can help make sure your child has stability in their education through the McKinney Vento Homeless Act. For help in accessing services, please contact your school's social worker.

Threat/Risk Assessments

The school-based team in collaboration with the district level student support team may evaluate threats of violence to self or others and determine the likelihood that a person will carry out a threat. Threat assessments involve three major components: identification of the threat, assessment of the seriousness of the threat, and management through intervention plans. The purpose of a threat assessment is to guide a site-based threat assessment team through an information-gathering process that will result in any recommendations for a discipline response, and/or a supervision plan to maximize student safety. All threats will be considered serious and will be properly investigated. Law enforcement may be contacted to aid in the threat assessment.

MN Statewide Assessments

The Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS), are the statewide tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility criteria may take the MTAS.

The ACCESS for ELLs and Alternate ACCESS for ELLs are English language proficiency assessments used to meet federal and state legislative requirements. These assessments are used to monitor English learners' progress as they develop academic language skills in reading, writing, listening, and speaking.

Test Security Information for Students

As part of a culture of academic integrity, families and students are reminded of the importance of test security. Students are expected to keep test content secure and act with honesty and integrity during test administration.

The District expects students to do the following:

- Students should do their own best work to show what they know and can do.
- Students should not accept help finding answers to test items.
- Students should not give answers to other students.
- Students should not tell others what is on the test.
- There may be consequences if students do not follow directions or if they behave dishonestly.

Cell Phones and MN State-wide Assessments

Students may NOT use cell phones, wearable technology (e.g., smart watches, fitness trackers) or any other device (except the school-owned device being used for testing) at any time during testing, including during breaks. Students are not to use these devices even when testing is completed. If school-wide testing is scheduled for a block of time, devices should not be used during that block of time, even if that student has completed their testing. Students also may not wear or access wearable technology during testing if the device can electronically send or receive information. If one of these devices is worn during testing, the student's test must be invalidated because the device is visible and accessible, regardless of whether it was used.

Test monitors are expected to inform students that they cannot receive or view calls, texts or alerts during test administration. If a student has a cell phone or other electronic device in a testing room, the following procedures will be followed:

- The student must turn their cell phone (or other device) OFF (not just silenced, as personal alarms could still be active).

- The student will be given an envelope. The envelope must cover the contents of the phone (device) - it cannot be a clear envelope.
- The student will place the phone (device) in an envelope, seal the envelope and store the envelope where it will be inaccessible during testing.
- The student must turn their cell phone (or other device) OFF (not just silenced, as personal alarms could still be active).
- If a student receives a notification (e.g., ringtone, vibration) during testing, the student must hand the phone (device, which should be in an envelope) to the Test Monitor.

Test Security Concerns

If you have any concerns about suspected incidents of cheating or other improper or unethical behavior on statewide assessments, you can report that information to your school principal.

Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

For more information about statewide assessments and your child's participation, see the [MN Department of Education's Participation Guide and Refusal Information](#).

Discipline Complaint Procedure

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

The process is initiated by submission of a complaint in writing to the Christina Gonzalez, Director of Student Support Services.. The complaint must be submitted in writing and dated by the person making the complaint. A [Discipline Complaint form](#) is on the District website and available in administration offices. The process is initiated by filling in the form and submitting the form to Dr. Mary Clarkson at mary.clarkson@rpsmn.org or RPS District Office, 401 70th St. W., Richfield, MN 55423.

Legal Notices

Employment Background Checks

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities

The school district allows secondary students to conduct non curriculum-related meetings during non-instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These meetings will be voluntary and student-initiated; will not be school-sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a non-participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool persons will not direct, control, or regularly attend activities of student groups. All

meetings under this provision must follow the procedures established by the school district. [801 Student Use of Secondary School Facilities Policy & Guidelines](#)

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. The district will annually give notice to parents/guardians that such information will be shared with school staff. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior. [582 Staff Notification of Violent Behavior of Students](#)

Pledge of Allegiance

Students will recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag. [525 Pledge of Allegiance Policy](#)

Student Surveys

Occasionally, the school district uses surveys to obtain student opinions and information about students. Parents have the right to review the survey prior to administration and may choose to not have their child participate in the survey. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations, see the attached link. [585 Student Surveys](#)

Video and Audio Recording

The school board recognizes the value of video/electronic surveillance systems in monitoring activity on leased or owned Richfield Public Schools property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and property. A video recording will be released only when in conformance with the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act, and/or the rules and regulations promulgated thereunder. [783 Video Surveillance](#)

School Buses

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district may have signs informing riders that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses

The school district buildings and grounds may be set up with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance will not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms.

Parent Right to Know

If a parent, guardian, or adult student requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. whether the teacher is teaching in the field of discipline of the certification of the teacher;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents/guardians with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents/guardians if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Asbestos Management Update

The school district has developed an asbestos management plan. There are no planned asbestos removal (abatement) activities for the 2023-2024 school year. To review the asbestos management plan or obtain additional information, please contact the Director of Facilities and Transportation at 612-798-6081. [Annual Asbestos Notification for Parents, Employees and Community Members](#)

Pesticide, Fertilizer and Weed Control Application

The school district *may* plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. If pesticide applications are required, additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting the Director of Facilities and Transportation at 612-798-6081. Fertilizer and weed control applications are applied during the prospective months of May, June/July and September/October each year. [Notice Concerning Use of Pest and Weed Control Materials](#)

Lead In Water Annual Notification

Minnesota Statute 121A.335 requires public school buildings serving pre-kindergarten through grade 12 to test for lead in water every 5 years. Richfield Public Schools has historically conducted and continues to conduct Lead in Drinking Water testing per the Minnesota Department of Health guidelines.

For more information on Richfield Public Schools lead reduction program and testing results, please contact the Director of Facilities and Transportation at 612-798-6081 or view the Lead-In-Water Management Plan on the district's website.

Notice of Copyright

This Model Student Handbook is protected by copyright. The Minnesota School Boards Association (MSBA) wants school districts to make the best use of this Model Student Handbook but must also protect its copyright. With these goals in mind, MSBA authorizes the copying and use of its materials in the following contexts:

1. School districts that have purchased this Model Student Handbook may use, copy, download, and incorporate any portion of these materials in the development of their own handbooks.
2. Distribution of any portion of these materials to other school districts, entities, or persons who have not purchased the Model Student Handbook is strictly prohibited.
3. Student handbooks are public documents in the hands of a school district and must be made available for inspection to members of the public upon request. Copying and use of these materials by the public, however, is subject to the copyright laws and these materials cannot be reproduced or used, except as outlined above, without permission from MSBA.

If you wish to copy and use this Model Student Handbook in ways not authorized above, you must obtain permission from MSBA. Call MSBA at 507-934-2450 or 1-800-324-4459 for more information. Failure to receive such permission is a violation of our copyright.

All authorized copies must reflect MSBA's notice of copyright.

School Board

Policies And Procedures

Below is a list of relevant policies for Richfield Public Schools for the Rights and Responsibilities Handbook with a link to the policy on the district's website.

Policy

- 102 - [Equal Educational Opportunity](#)
- 103 - [Harassment Prohibition](#)
- 104 - [Drug Free Workplace/Drug Free School](#)
- 107 - [Electronic use and Communication](#)
- 108 - [Hazing Prohibition](#)
- 109 - [Distribution of Materials on School Premises](#)
- 110 - [Chemical Use and Abuse](#)
- 111 - [Weapons on School Property](#)
- 113 - [Bullying Prohibition Policy](#)
- 115 - [Title IX](#)
- 116 - [Equity Policy](#)
- 505 - [Student Disability Nondiscrimination](#)
- 507 - [Education of Students Experiencing Homelessness](#)
- 543 - [Search of Student Lockers, Desks, Personal Possessions, and Student's Person](#)
- 545 - [Student Attendance](#)
- 546 - [Use of Peace Officers and Crisis Team to Remove Students with IEP's from School Grounds](#)
- 547 - [Student Dress and Appearance](#)
- 550 - [Student Cell Phones And Other Electronic Communication Devices](#)
- 581 - [Protection and Privacy of Student Records Part 1](#)
- 582.1 - [Notification to Staff Students with History of Violent Behavior](#)
- 584 - [Student Medication](#)
- 586 - [Gender Inclusion](#)
- 616 - [School Sponsored Student Publications](#)
- 742 - [Student Transportation Services](#)
- 744 - [Activities Transportation](#)
- 782- [Environmental Health and Safety Standards](#)
- 783 - [Video Surveillance](#)
- 802 - [Crisis Management](#)
- 977 - [Cooperation with Law Enforcement Agencies](#)
- 978 - [Passes to Athletic Contests and Other School Activities](#)
- 979 - [Community Use of School Facilities and Grounds](#)

Additional Policies can be found on the Richfield Public Schools [School Board Policies website](#).

Communicating Concerns

- Classroom questions or concerns should be directed to the classroom teacher.
- School questions or concerns should be directed to the school principal or assistant principal.
- District questions or concerns should be directed to the administrator responsible for the program or service involved.