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, October 27, 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. Public Comment

B. Superintendent Update (pages 9-50)

1. Marketing & Communications Presentation (pages 10-25)
2. Safe Routes to School Comprehensive Plan (pages 26-34)
3. Board Member Handbook (pages 35-50)

IV. CONSENT AGENDA

A. Routine Matters (pages 51-72)

1. Minutes of the Regular Meeting held October 6, 2025 (pages 52-62)
2. General Disbursements as of 10/16/25 in the Amount of $1,876,503.17 (pages 63-70)
3. Year-to-Date Finance Update (pages 71-72)

B. Personnel Items (pages 73-74)

C. Assurance of Compliance with State and Federal Law Prohibiting Discrimination (pages 75-78)

V. OLD BUSINESS

A. Policy 103: Harassment Prohibition & Administrative Guideline 103.2 (pages 79-106)

B. Policy 113: Bullying Prohibition & Administrative Guidelines 113.1 & 113.2 (pages 107-133)

C. Policy 715: Purchasing & Administrative Guideline 715.1 (pages 134-156)

D. Policy 201: Legal Status of the School Board (pages 157-163)

E. Policy 106: Students and Employees with Communicable and Infectious Diseases (pages 164-173)

VI. NEW BUSINESS

A. Safe Routes to School Comprehensive Plan (pages 174-232)

B. Change Order #1 for RHS Toilet Room Renovations (pages 233-242)

C. Education Richfield Collective Bargaining Agreement 2025-2027 (pages 243-375)

D. Donations (pages 376-377)

VII. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Suggested/Future Agenda Items

D. Future Meeting Dates

11-10-2025	7 p.m.	Regular Board Meeting – Public Comment
12-1-2025	7 p.m.	Regular Board Meeting with Truth-in-Taxation

VIII. ADJOURN REGULAR MEETING

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 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
ACCESS:	Assessing Comprehension & Communication in English State-to-State
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/Guardian 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
ESST:	Earned Sick and Safe Time
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)
WIDA:	World-Class Instructional Design & Assessment
WIN:	What I Need
YTD:	Year-to-Date

RPS Student and Staff 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 state/federal 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%

*Understanding state/federal student race categories: The federal data collection of race/ethnic data requires a two-part question. The first part asks if the student is Hispanic/Latino. The federal government considers Hispanic/Latino to be an ethnicity.

The second part requests at least one of the following be selected: American Indian, Asian, Black or African American, Native Hawaiian or Pacific Islander, or White. The federal government considers these groups to be races. If a family selects Hispanic/Latino, a student is reported as Hispanic/Latino to the federal level. For example, if a student is indicated as Hispanic/Latino and White, they would be reported as Hispanic/Latino in the state and federal data. If a family selects more than one of the following: American Indian, Asian, Black or African American, Native Hawaiian/Pacific Islander, or White, the student is reported to the federal level as “two or more races.” For example, if a student is indicated as both American Indian or Alaska Native and White, they would be reported as “two or more races” in the state and federal data. If families do not fill out the race information, districts are required to decide the federal race/ethnicity questions based on the best information they have and to submit the information to MDE.

English Learners

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

Free/Reduced Eligible

- Eligible: 53%
- Not Eligible: 47%

670 Total Staff Districtwide (634.142 FTE)

- 351 Teachers/Licensed Staff (Non-administrators)
- 116 Paraprofessionals
- 74 Facilities & Transportation
- 46 Administration & Classified Management
- 38 Nutrition Services
- 23 Administrative Support Professionals
- 11 Outreach Workers
- 11 Other

(Does not include casual, substitutes, or cocurricular assignments)

Staff Diversity (based on self-reported categories)

- BIPOC: 30.65%
    - Hispanic/Latino: 15.63%
    - Black/African American: 8.04%
    - Other: 3.27%
    - Asian: 2.83%
    - American Indian: 0.89%
- White: 69.35%

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Ongoing Board Calendar

Upcoming Events to Attend:

Wednesday, October 29: RMS Beginner Band Informance, 7 p.m.
Thursday, October 30: RMS Intermediate & Advanced Band Informance, 7 p.m.

Tuesday, November 4: Election Day
Wednesday, November 5: RHS Band Concert, 7 p.m.
Friday, November 7: Friends of Wood Lake Dinner, 6 p.m. @ MN Valley Country Club
Monday, November 10: School Board Meeting, 7 p.m.
Wednesday, November 12: Explore RHS, 5:30 p.m.
Friday, November 14: Sheridan Hills PTO Fall Family Movie Night
Thursday, November 20-Sunday, November 23: RHS Fall Play
Friday, November 21: RHS Social Studies Mock School Board Meeting, 9:30 a.m.

Upcoming Holidays, Heritage Months, and Appreciation Days:

November 3-7: National School Psychology Week
November 13: National Community Education Day
November 21: Substitute Educators Day

November is Native American Heritage Month

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Superintendent Update

Director of Marketing & Communication Jennifer Smith will provide a presentation. Tim Brackett will share the new Safe Routes to School Plan. Supt. Unowsky will update the board on the completed board member handbook

Attachments:
Marketing & Communication Presentation
Safe Routes to School Plan Presentation
Board Member Handbook


Enriching and accelerating learning
RICHFIELD
PUBLIC SCHOOLS
Communications & Marketing
2025 School Board Report
Jennifer Smith, Dir. of Marketing & Communications
October 27, 2025
Enriqueciendo y acelerando el aprendizaje

All the things, all the time…

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Major Responsibilities

- Districtwide Messaging & Copyediting
- Public Relations
- Marketing and Advertising
- Crisis Communications
- Graphic Design
- Website Management & ADA Compliance
- Social Media & Content Creation
- Video Production
- Newsletters (internal & external)
- Employee Recognition
- Event Planning
- Districtwide Enrollment Support


Enriching and accelerating learning
Enrollment Marketing
Enrollment Marketing Plan DRAFT
Enriqueciendo y acelerando el aprendizaje

Enrollment Marketing Plan

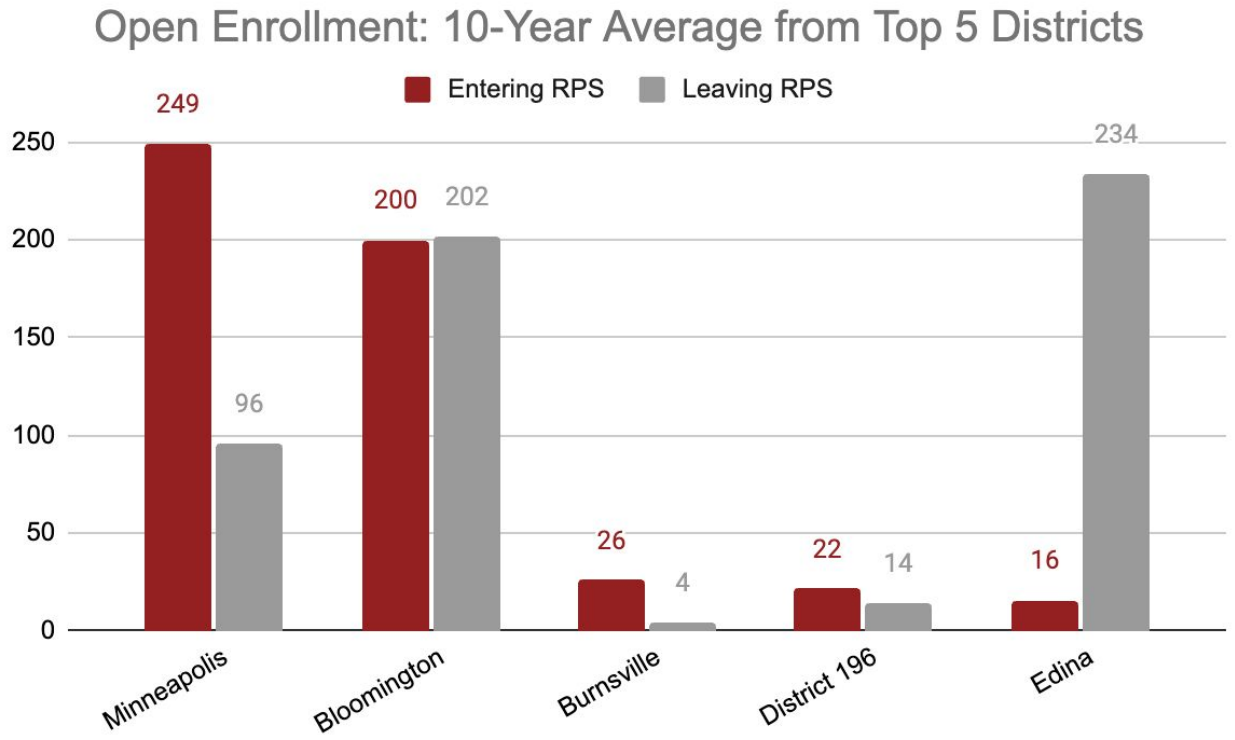
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Overview: We conducted a comprehensive enrollment study during the summer of 2024 to better understand patterns and identify opportunities to increase and retain student enrollment. Data sources used in the study include:

- RPS Annual Survey results
- Enrollment Intake Form survey data
- Minnesota Department of Education enrollment data
- 2023 Referendum research
- Market analysis of neighboring public, private and charter schools

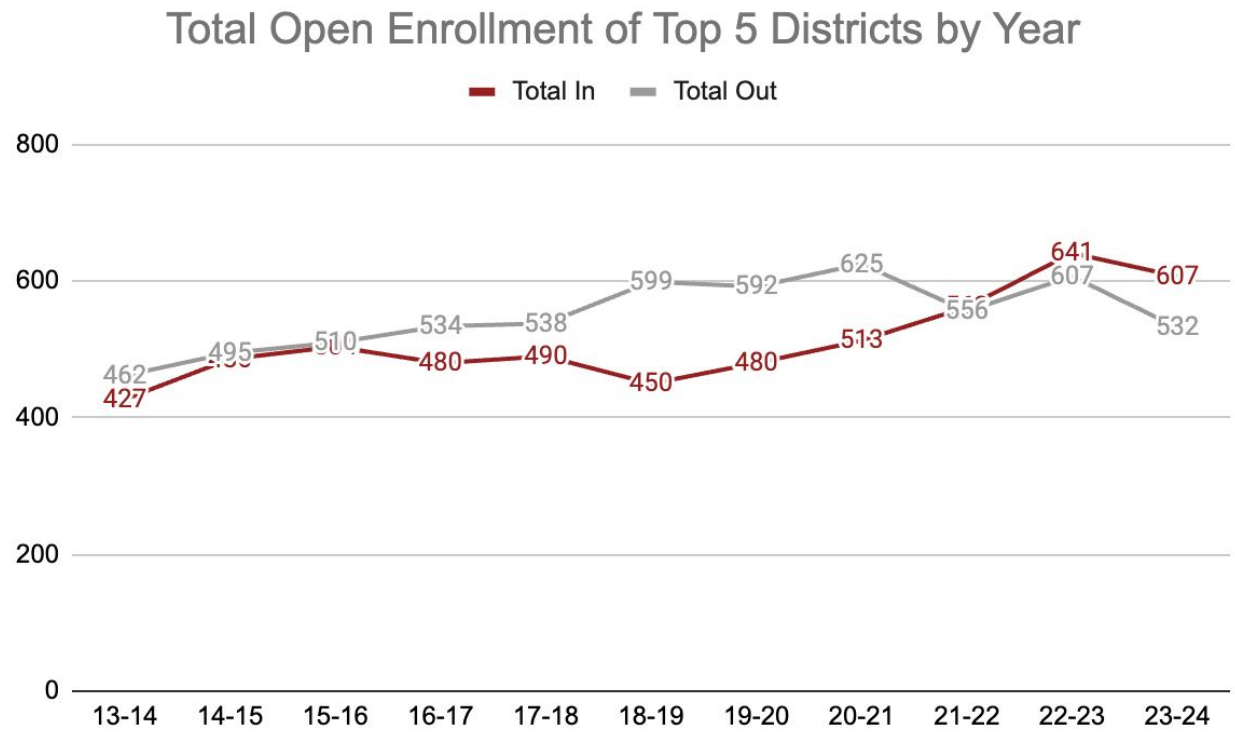
Enrollment Marketing Plan

RICHFIELD PUBLIC SCHOOLS



Enrollment Marketing Plan

RICHFIELD PUBLIC SCHOOLS



Enrollment Marketing Plan

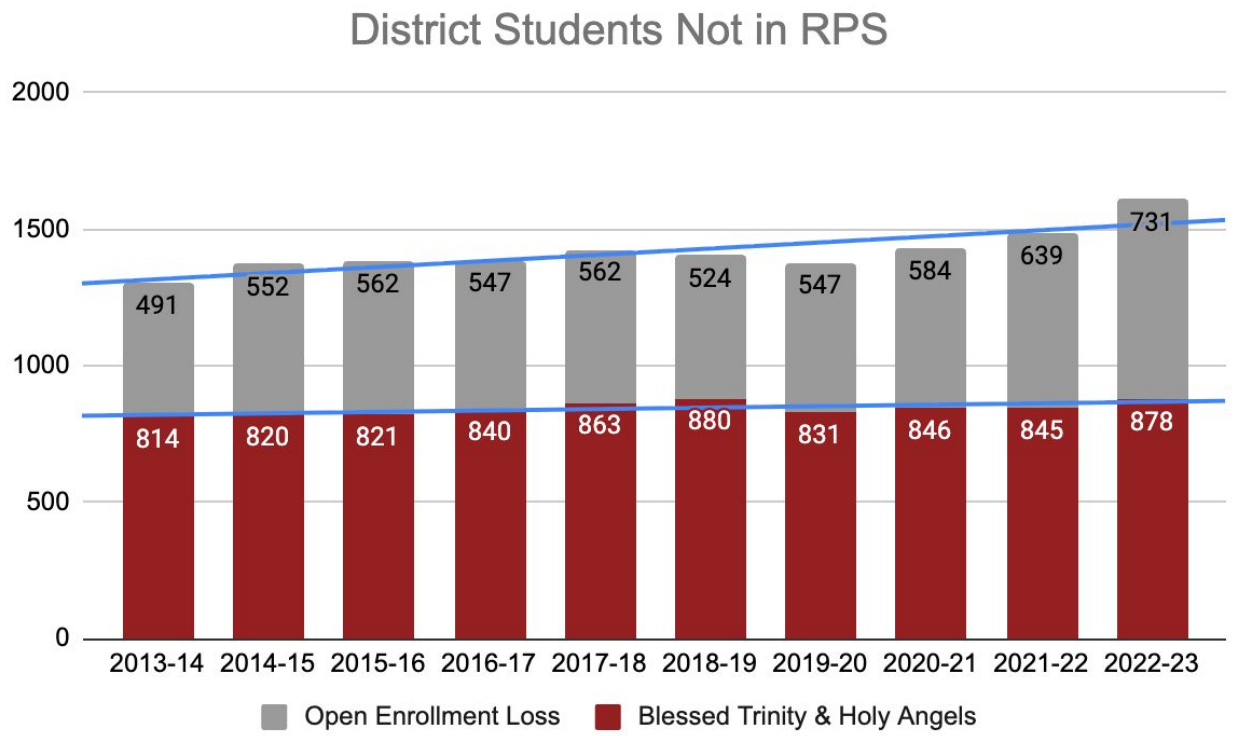
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Priority Area: Open Enrollment

- **Key Insights:** RPS both loses and gains students through open enrollment. We are seeing growth in two key groups: Hispanic/Latino families and families from Minneapolis and Bloomington.
- **Enrollment Marketing Goal:** Capitalize on positive enrollment momentum by targeting demographic groups that are already showing interest in RPS.
- **Strategic Priority:** Increase the number of families open-enrolling from Minneapolis and Bloomington.

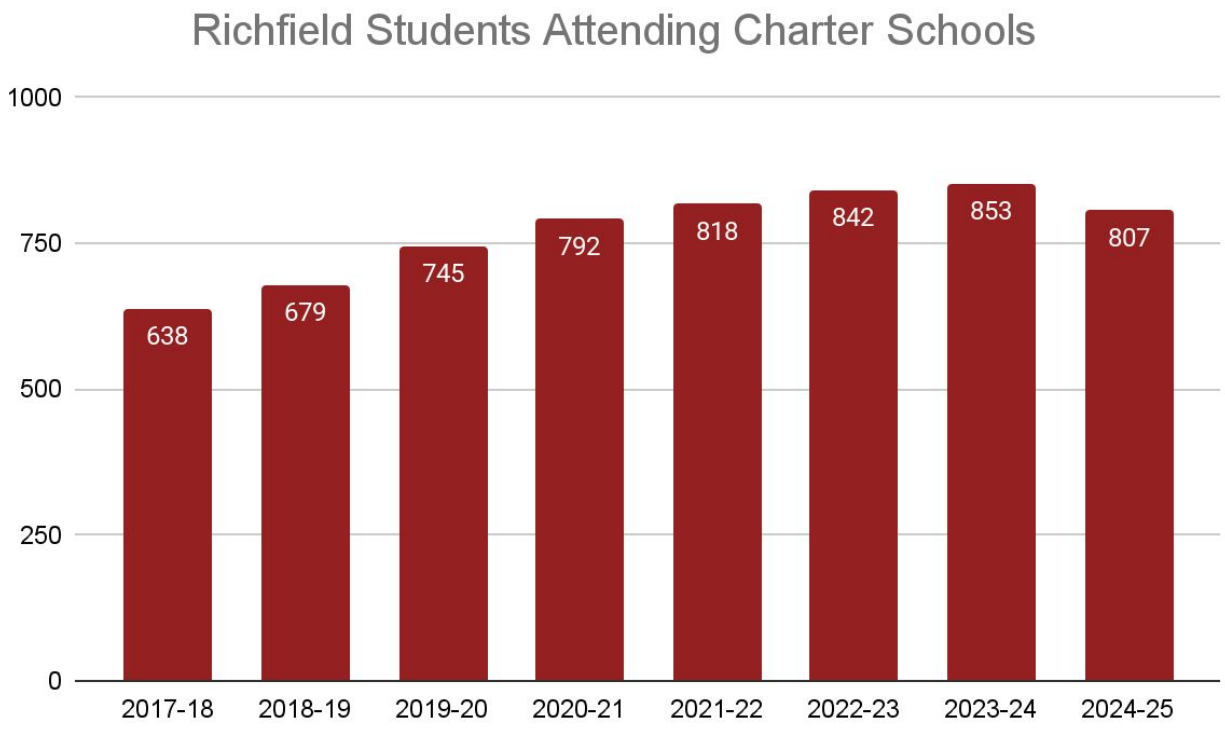
Enrollment Marketing Plan

RICHFIELD PUBLIC SCHOOLS



Enrollment Marketing Plan

RICHFIELD PUBLIC SCHOOLS



Enrollment Marketing Plan

RICHFIELD PUBLIC SCHOOLS

Priority Area: New In-District Family Enrollment

- **Key Insights:** On average, we lose 88 district students who are homeschooled each year. While the number of in-district students attending private schools (Blessed Trinity and Holy Angels) has remained relatively consistent over the last ten years (averaging 844 students a year), the number of students open-enrolling out of our district has increased by almost 50% over the same time span (from 491 in 2013-14 to 731 in 2022-23).
- **Enrollment Marketing Goal:** Position ourselves to be a school district of choice so that families who live in our District want to enroll their children here.
- **Strategic Priority:** Increase PreK-12 enrollment of district families, with an emphasis on kindergarten, preschool and ECFE.

Enrollment Marketing Plan

RICHFIELD PUBLIC SCHOOLS

Priority Area: Retention

- **Key Insights:** On average, we lose 95 students between kindergarten and the start of high school. The grades where this drop is most pronounced are kindergarten to first grade, fifth to sixth grade and eighth to ninth grade.
- **Enrollment Marketing Goal:** Improve family satisfaction with RPS with a focus on improving the transition experience for existing RPS students.
- **Strategic Priority:** Improve student retention by enhancing the transition experience across key grade spans, ensuring families feel informed, supported, and connected throughout their RPS journey.


Enriching and accelerating learning
Enrollment Marketing
Enrollment is Everyone's Job
Enriqueciendo y acelerando el aprendizaje

School Support for Enrollment

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- School-based enrollment meetings
  - Understanding RPS Enrollment Trends
  - Overview of the Enrollment Marketing Plan
  - The School's Role in Enrollment
- Ongoing meetings for enrollment staff
  - Best practices in school tours (fall)
  - Engaging enrolled families (winter)
  - Secret shopper feedback (spring)
- Training for school staff in social media and storytelling
  - Social media liaisons (elementary)
  - School storytellers (secondary)
- Updated messaging and marketing materials
  - School one-pagers
  - Spartan Guide

Value Propositions: Hooks, Messages & Taglines

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1. Two Languages. One Community. Endless Possibilities.
2. Your path. Your pace. Your comeback.
3. Where science meets imagination and confidence grows.
4. At our school, every student is known, supported, and celebrated – because belonging comes before learning, and connection drives confidence.
5. Through play-based learning and caring relationships, we nurture curiosity, spark creativity and help every child grow with confidence.
6. What if you could go to a school big enough to open every door, yet small enough that everyone knows your name?
7. Imagine a school where every child is known, valued and celebrated for who they truly are.
8. More Than A School – A Community That Cares.

A. Sheridan Hills Elementary
B. Richfield Dual Language School
C. Centennial Elementary
D. Richfield STEM Elementary
E. Richfield Middle School
F. Richfield High School
G. RCEP
H. Central Education Center

Match the message with the school.

School Value Propositions: Putting it Together

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Richfield Dual Language School

- **Hook:** Give your child the gift of two languages and a world of opportunities.
- **Message:** At Richfield Dual Language School, students become bilingual and biliterate while mastering both Spanish and English in a nurturing and culturally rich environment. As the only dual language school in Richfield, we offer families a welcoming community where every child belongs and every culture is celebrated. Our dedicated bilingual staff, immersive Spanish instruction and strong academic programs ensure each student thrives academically, socially and globally.
- **Tagline:** Two Languages. One Community. Endless Possibilities.


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Questions?
Thank you!
Enriqueciendo y acelerando el aprendizaje


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PUBLIC SCHOOLS
Safe Routes to School
Tim Brackett - SRTS Coordinator, RPS
Matt Hardegger, PE - Transportation Engineer, City of Richfield
Approval of new SRTS Comprehensive Plan
Enriqueciendo y aceleranndo el aprendizaje

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PUBLIC SCHOOLS

AGENDA

- Overview of SRTS Comprehensive Plans
- Previous Successes
- Process for developing new plan
- New Plan
- Board Member Questions?

SRTS Comprehensive Plan

RICHFIELD PUBLIC SCHOOLS

Overview

- SRTS Comprehensive Plan defined
- History of SRTS Comprehensive Plans in Richfield
  - 2009 - First Plan
  - 2014 - Updated Plan (RPS only)
- Benefits of having an SRTS Comprehensive Plan
  - Provides direction for future work
  - Helps secure grant funding
- Why a new plan?
  - Best practices calls for a new plan every 5 years–ours was 10 years old
  - We have achieved 21 of 26 goals from 2014 plan

SRTS Comprehensive Plan

RICHFIELD PUBLIC SCHOOLS

Previous Successes - Infrastructure

- 2014 Plan Progress
  - 9 infrastructure targets
    - 4 complete
    - 3 in progress
    - 2 incomplete
- Arterial Reconstructions
  - Lyndale Avenue, Portland Avenue, 66th Street
- Grant-funded School Projects
  - Approximately $2.6 Million in infrastructure projects since 2024
    - $1.9 Million in State/Federal grants
    - $700,000 in city matching funds
  - STEM/RDLS (2024 & 2025)
  - Centennial (2025)
  - Sheridan Hills (2026)

SRTS Comprehensive Plan

RICHFIELD PUBLIC SCHOOLS

Previous Successes - Programming

- Designate a SRTS coordinator at the school district level
- Incorporate walking and biking to school into the school district wellness policy
- Replace old and outdated bicycle racks on all school sites
- Introduce walking and biking education into the PE curriculum



SRTS Comprehensive Plan

RICHFIELD PUBLIC SCHOOLS

Process for Developing New Plan

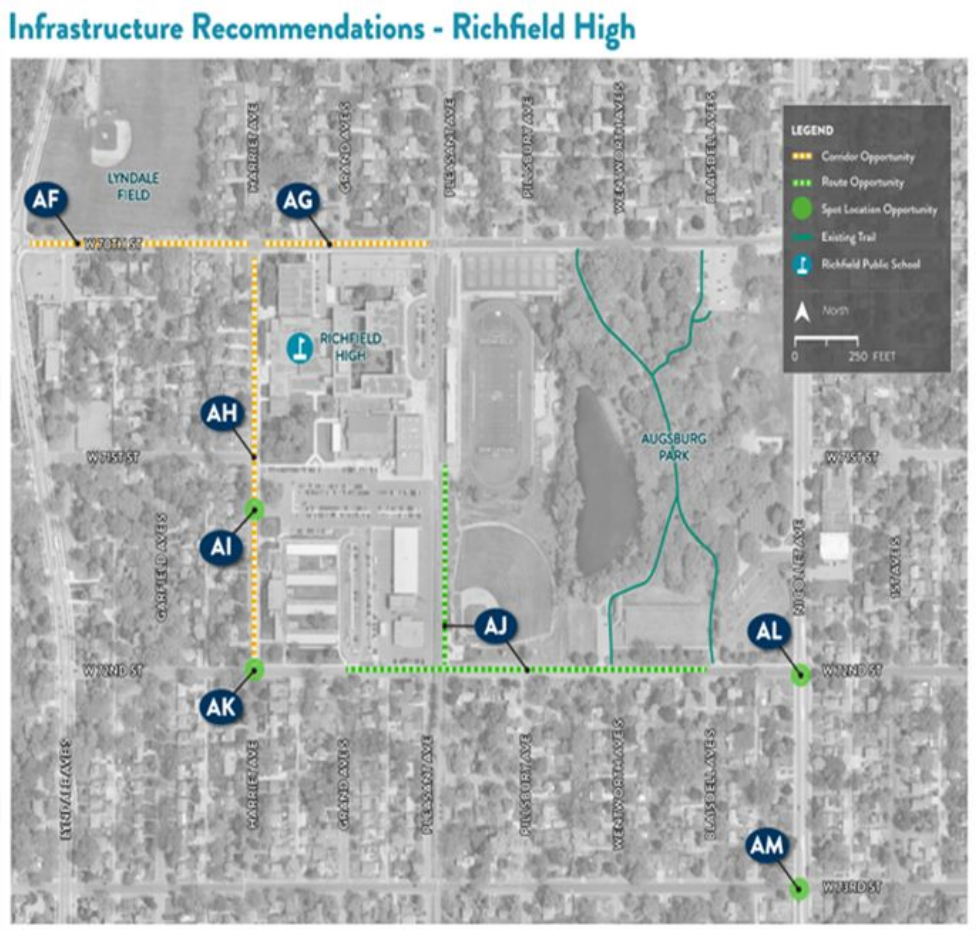
- $45k Planning Assistance Grant awarded by MnDOT
- MnDOT contracted Alta Planning + Design, Inc.
- Internal Engagement
  - Weekly check-ins with SRTS Coordinator & City Traffic Engineer
  - SRTS team calls and 2 planning workshops
- Community Engagement
  - 617 people engaged
  - 31 students, including 3 RMS students who participated in hour-long listening session
  - 20% of survey respondents used Spanish-language option to respond, 34% identified as Hispanic or Latino, 9% identified as Black of African American
- Draft plan shared, revised by SRTS team, Final Draft presented

SRTS Comprehensive Plan

RICHFIELD PUBLIC SCHOOLS

New Plan - Infrastructure

- 44 Identified Opportunities
  - 12 In Progress/Programmed by Other Agencies
  - 32 Remaining Items
    - 11 Low Cost
      - Example: Signing and Striping Projects
      - Public Works and Traffic Control Committee work to implement as appropriate
    - 17 Medium Cost
      - Example: Sidewalk Expansion
      - City to implement as funding becomes available
    - 4 High Cost
      - Example: 70th Street Reconstruction from Lyndale to Nicollet
      - City to implement with major reconstruction projects



SRTS Comprehensive Plan

RICHFIELD PUBLIC SCHOOLS

New Plan - Programming

Three Goals to Guide Future Program Efforts

- Ensure the sustainability of SRTS efforts
  - Continue SRTS Coordinator Position, Encouragement Days
- Build culture and community around walking and biking to school
  - Caregiver workshops, Health campaign, Walking/biking school buses
- Maintain strong bike education
  - Traffic gardens/bike park, On-site bike maintenance

SRTS Comprehensive Plan

RICHFIELD PUBLIC SCHOOLS

Questions

Does the board have any questions for RPS or City of Richfield staff?

INFORMATION AND PROPOSALS – NON-ACTION ITEMS **Agenda Item III.B.3.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Board Handbook

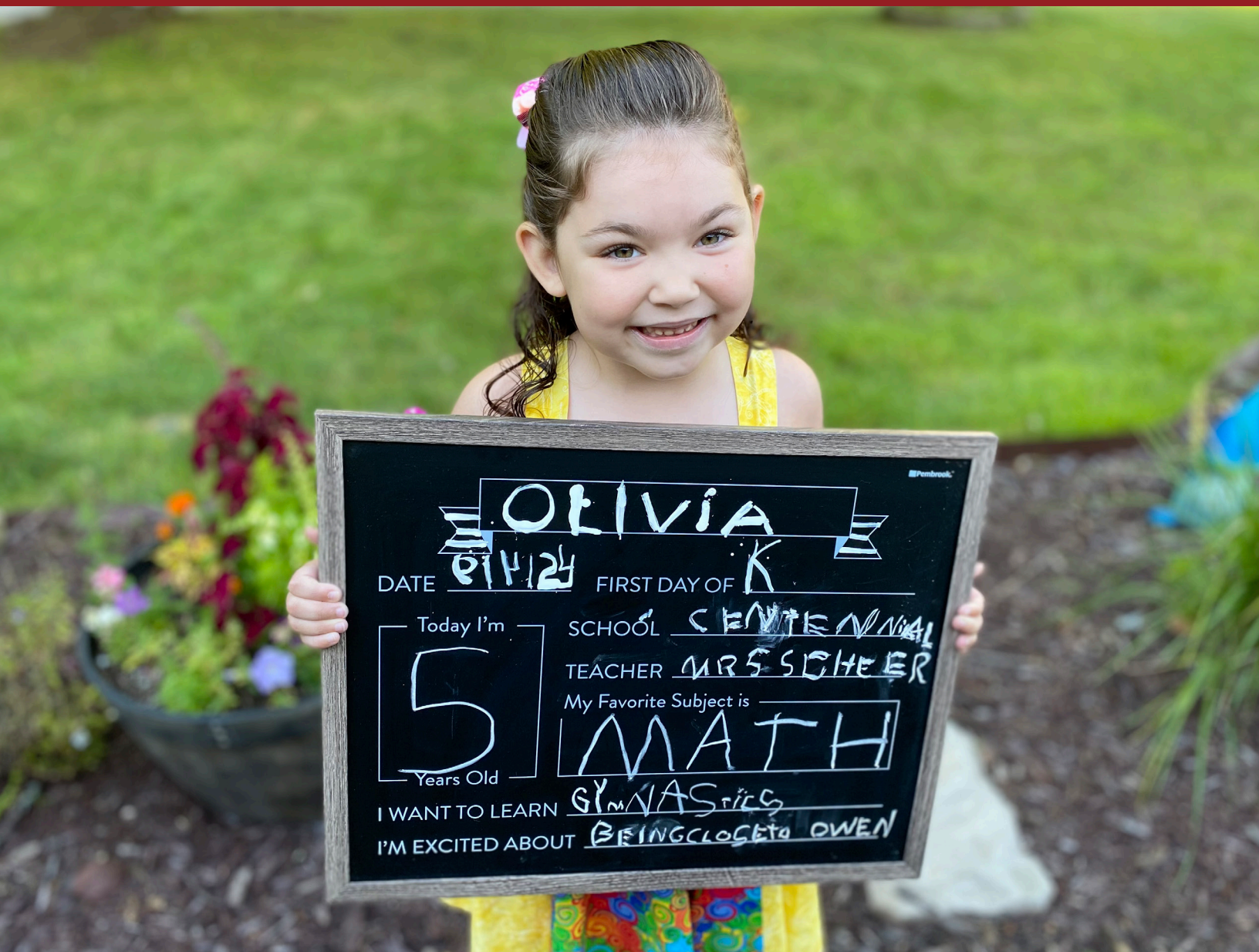
Secretary to the Board Cassandra Quam has created a new school board member handbook document with the support of Director of Marketing & Communications Jennifer Smith. This handbook is meant to be utilized as a comprehensive guide for new RPS school board members as part of their onboarding process. It combines information from MSBA, board policies, and RPS-specific practices. This handbook can also contribute to the board's 2025-2026 goal to effectively orient new board members and become a cohesive group to partner with the superintendent.

One printed copy of the board handbook will be provided to each school board member, and the PDF version will be published on the school board page of the RPS website for reference.

Attachments:
School Board Member Handbook

RICHFIELD PUBLIC SCHOOLS

School Board Member Handbook





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Introduction 1

- About the School Board
- School Boards in Minnesota

RPS Beliefs & Values 2

Becoming a School Board Member 3

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Introduction

Introduction

This handbook is intended as a comprehensive guide for new school board members of Richfield Public Schools. It can also be used to advise prospective school board candidates and to inform the community about how the school board functions. Note: In Richfield, the terms “school board” and “board of education” can be used interchangeably.

About the School Board

The Richfield Public School District is governed by a six-member school board. Each member is elected at large and serves alternating four-year terms. Board members elected in the years 2025 and 2027 will serve three-year terms. Elections are currently held in November of years ending with an odd number. School board members receive a monthly $600 stipend in exchange for their public service. There is an additional $300 per year for the member serving as clerk and $900 per year for the member serving as chair.

The board has approved a resolution to transition to even-year school board elections. Board members elected in the years 2025 and 2027 will serve three-year terms. Elections after 2027 will be held in even years. Beginning with the election of 2028, board member terms will revert to four years.

The school board is responsible for setting the District vision and goals, monitoring progress and ensuring accountability. The school board creates and updates District policies. The school board hires, directs and evaluates the superintendent. School board members are required to attend training in governance, school finance and education law. School board members are expected to prepare for and attend board meetings twice per month and additional committee meetings as needed. The school board votes on which of its members should fulfill the roles of chair, vice chair, clerk and treasurer.

School Boards in Minnesota

From MSBA 2024 Candidate’s Guide to School Board Elections: “Serving on a school board is more than just a volunteer role; it’s a chance to make a lasting impact on the success of each student. More than 2,400 dedicated individuals serve as school board members for Minnesota’s 331 public school districts. Every two years, board members are elected by voters for their local district to govern with integrity for a term of four years.”

From MSBA Qualifications and Characteristics of Being a School Board Member: “The governance of local school districts by elected individuals lies at the core of American democracy and the public education system, with board members chosen by voters every two years to represent their communities on local school boards. These elected officials are entrusted with the responsibility of reflecting the values and needs of their local communities. Public schools are uniquely positioned to serve all students across the United States without exception, ensuring that every child has access to a quality education. In doing so, they prepare young people to become informed and engaged citizens who contribute to the vitality of one of the world’s oldest continuous democracies.”

RPS Beliefs & Values

Our mission is to inspire and empower each individual to learn, grow and excel. As outlined in our strategic plan, all learners have access to rigorous learning opportunities. We strive to have all students achieve high-level academic outcomes that are not predictable by race, culture, socioeconomic status, language, gender, ethnicity or any other characteristic. Learners–both students and staff–will acquire an awareness of their own identity, value others’ similarities and differences, and gain a deep understanding of how all of us intersect with our global society.

We believe:

- in inspiring our students to grow, adapt and discover their place in the world
- all children have a right to quality education, high standards, rigorous curriculum and powerful instruction
- in providing instruction that supports the different ways people learn
- that valuing our diverse backgrounds, experiences and perspectives fosters unity and empowers all
- the collective efforts of students, home, school and community form the foundations for excellence
- that core values of caring, honesty, respect and responsibility will be modeled, taught and nurtured
- it is everyone’s responsibility to provide a safe, supportive and engaging environment

We will:

- provide a high-quality, competitive educational program
- accelerate achievement for ALL students
- engage family and community members as partners
- ensure an environment where ALL belong



Becoming a School Board Member

To be eligible for election to a Minnesota public school board, a candidate must:

- Be at least 21 years old at the time the term begins.
- Have resided in the school district for at least 30 days prior to the election.
- Be an eligible voter, which includes being a U.S. citizen.
- Not be convicted of a felony without having civil rights restored. You cannot run for school board if you are on the Predatory Offenders Registration list.
- Have no other affidavit on file for another election office — other than township board — during the same election.

Candidates must file affidavits of candidacy during the designated period, usually in late July to mid-August. Filing paperwork and the filing fee must be mailed or delivered in person to the school district election clerk (typically the assistant to the superintendent) at the District Office.

Candidates who receive contributions or make expenditures of more than $750 in a calendar year must submit an initial report within 14 days after reaching that threshold and again 10 days before the General Election and 30 days after the election. A Certification of Filing is due within seven days after the election.

The school board will canvass the election results within 3-14 days after the election. If elected, a candidate will receive a Certificate of Election. The District will provide a day of onboarding sometime during the month of December, which includes the official oath and acceptance of office. New board members will be ceremonially sworn in at the first meeting in January.

Filling Vacancies (Source: MN Statute 123B.09)

A vacancy on the school board occurs when a member dies, resigns, or ceases to be a resident of Independent School District #280. In addition, if a school board member is unable to serve on the board and attend its meetings for ninety (90) days or more because of illness or prolonged absence from the District, the board may declare a vacancy. All vacancies will be filled according to Minnesota Statutes. In some cases, this is an appointment by the board, and in some cases, a special election is required.

Minnesota Statute states that once the board approves an appointment, the appointed board member cannot be seated until 30 days after the appointment.

Board Member Role & Responsibilities

From MSBA Qualifications and Characteristics of Being a School Board Member: “School boards serve as the guiding leadership bodies for public school districts, with a primary role in shaping the educational vision and goals of the district. They work closely with their communities to set a strategic direction, ensuring that long-term educational goals are clearly defined and pursued. This involves making high-level decisions that influence the future of education within their jurisdiction.”

School boards are most effective when they focus on the big picture:

- Setting vision and goals, monitoring progress, holding accountability
- Making effective policy and ensuring policies are faithfully implemented
- Engaging stakeholders across and within the community

School boards delegate the statutory management of the school district to the superintendent.

School boards hire, direct, and evaluate the performance of the superintendent who handles the day-to-day management of the school district, along with the administration.

The school board is responsible for:

- Monitoring student achievement and educational programs
- Aligning resources with goals through budgeting
- Ensuring facilities are safe and adequate for students and staff
- Approving collectively bargained employee contracts
- Collaborating with community partners through meaningful engagements and communication
- Serving as advocates for public education

No one person, or group of persons, acts in the name of the school board. When an item of business comes before the school board in the form of a motion, it is necessary that a majority of votes be cast in favor of the motion for the board to act. Members of the board do not have the authority to act independently as individual board members. Once a motion has been passed by the board, all board members are expected to stand behind that action, even if they did not individually vote in favor of it.

Expectations for Board Members

Training

School board members must attend required training in governance, school finance, and education law issues. Generally, this includes MSBA's Phase I and Phase II workshops in the first year on the board, and subsequent training on an optional or as-needed basis. MSBA officers' training is recommended for board members who take on officer roles.

Meetings

The board holds two meetings per month (only one in July). Meetings are typically held at 7 p.m. on the first and third Monday of each month, though a few meetings each year will either be held on a Tuesday night or on a different Monday due to holidays and other scheduling needs. Board members are expected to attend each meeting either in person or virtually and to communicate about any absences to the superintendent as far in advance as possible. When board members are absent from a meeting, it is recommended to catch up by watching the YouTube recording at their convenience.

Study sessions are scheduled as needed, typically 2-4 times per year, often in the hour preceding a regular board meeting.

School board members are expected to prepare for board meetings by reading the draft packet and providing advance notice of questions when possible. Board members should read the policies up for review and provide suggestions on the first or second read of the policy, rather than the third (board policies are typically brought to the board for three meetings in a row before the board votes on any changes).

Liaison Assignments

Board members are expected to maintain connections to their designated RPS school and their board liaison assignments. It is not a requirement to attend every meeting of their liaison groups, but to generally stay informed and give the board relevant updates. Board members may also be asked to attend other school or district events, such as the high school graduation ceremony.

Obligations

School board members have a legal obligation to comply with all federal, state and local laws relating to work as a school board member, as well as all policies approved by the school board and all regulations published by the Minnesota Department of Education and other state and federal agencies. School board members must avoid conflicts of interest and refrain from using a school board position for personal gain. School board members must protect confidential information that is shared.

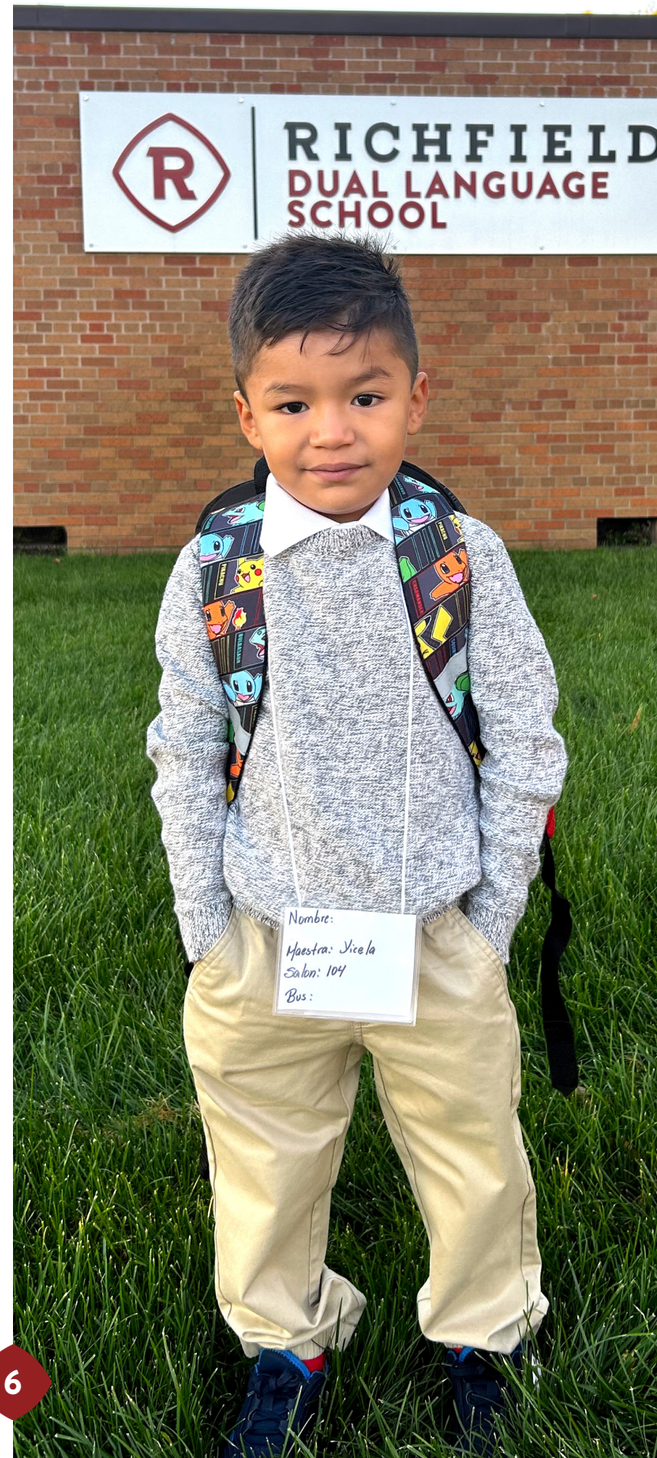
Open Meeting Law

Open meeting law (Minn. Stat. § 13D.05) outlines the requirement that a quorum (4 or more board members) may not meet or discuss any form of District business without it being considered a public meeting. School board members are expected to refrain from discussing District business, even with a smaller group of board members, without public knowledge. Typically, the RPS board does not meet in groups larger than 2 or send emails/texts to the full group, regardless of the topic.

Conduct

School board embers are expected to behave professionally and respectfully, to be generally accessible to the public of Richfield, and to be available to speak with the superintendent as needed and within reason. This includes the following:

- Respect the rights of others to have and express opinions
- Strive to provide the best possible education for all students in RPS
- Support the decision of the board, even if a board member's own position concerning the issue was different
- Recognize the integrity of school board predecessors and associates and appreciate their work
- Make no disparaging remarks, in or out of school board meetings, about other members of the school board, the superintendent, or their opinions
- Respect and thank members of the RPS community who bring forward concerns to individual board members and/or to the entire board during public comment
- Communicate individually with the superintendent on a regular basis
- Direct concerns from community members through appropriate channels and respond to the community members in a timely manner
- Read and respond to emails from the school board secretary



Board vs. Administration Responsibilities

	School Board	Superintendent/Administration
Board Policy	Review, revise, and ratify board policies based on recommendations from the superintendent.	Provide recommendations for policy updates and implement policies throughout the District.
Hiring, Supervision, and Evaluation of Staff	Hire, supervise, and evaluate the superintendent.	Hire, supervise, and evaluate all other staff.
Questions and Concerns Brought to Board Members by Community Members	Address questions and concerns related to board agenda items and the superintendent. Direct other questions to the appropriate administrator.	Address community questions and concerns that have been forwarded from board members. Direct questions to the appropriate administrator. Report resolution back to the board.
Budget and Finance	Annually approve the overall District budget, as well as specific contracts and purchases that require board approval.	Manage the budget and all decision-making regarding resources within the approved budget parameters. Bring recommendations to the board.
Community Input	Identify decisions that need input from the community and direct the administration to acquire feedback.	Establish methods for gaining demographically representative input from students, staff, and families on decisions as needed.
Legislative Advocacy	Advocate for the District and public education as a whole with lawmakers.	Advocate for the District with lawmakers. Provide background information to board members on issues that require advocacy.
Curriculum Selection	Approve policies that guide curriculum selection processes.	Review and select curriculum materials with appropriate stakeholder input and ensure they are implemented with fidelity.
Strategic Goals	Set the vision of the District and approve a strategic plan.	Take action to implement the board's vision and achieve strategic plan goals. Report back to the public with data related to goals.
Board Meetings	Regularly attend board meetings and provide input to the creation of the agenda as appropriate. Vote on action items.	Regularly attend board meetings and create the agenda in consultation with the board. Prepare all reports to inform the board with recommendations.

Addressing Questions & Concerns

Situations & Best Practices for Board Response

General Guidance for When a Board Member is Contacted with a Concern

- Get contact information for the person who has reached out.
- Attempt to understand the concern, but do not make any commitments other than to communicate about the concern with the superintendent if necessary.
- Do not agree to confidentiality.
- Be available for contact in the future if redirecting the person to the appropriate staff member.
- Notify the superintendent if the issue cannot be addressed by redirecting the person to the appropriate staff member.
- Thank the person for coming forward with their concern.

A Board Member is Contacted with a Concern

- If contacted by **a student**, redirect them to the principal or assistant principal and notify the superintendent.
- If contacted by **a parent/guardian**, redirect them to the teacher, principal, or administrator and notify the superintendent.
- If contacted by **a staff member**, redirect them to their supervisor and notify the superintendent.
- If contacted by **a community member** who does not fall into any of the above categories, such as a Richfield resident, redirect them to the appropriate management team member and notify the superintendent.
- If the person indicates they have already spoken to the appropriate staff member and their concern has not been addressed, connect them directly with the superintendent via email or by taking a message for follow-up.

A Board Member is Contacted by Email

- It is important to send an acknowledgment email to the person who emailed, thanking them for reaching out and letting them know that their concern has been forwarded to the superintendent. If the entire board has been copied on the message, the chair will take the lead in responding (though individual board members can choose to respond as well). DO NOT REPLY ALL!

Misinformation About the District, School Board, or a School Board Member on Social Media

- As a school board member, it is not generally advised to engage in social media debates and criticisms.
- Contact the superintendent directly to make them aware of the issue so that the appropriate staff person can quickly provide factual information on the social media platform, if warranted, or so that any safety or confidentiality concerns can be addressed.

Election of Board Officers

The school board meets annually on the first Monday in January or as soon after as practical, and elects a chair, vice chair, clerk and treasurer. This is called the organizational meeting. The previously appointed chair continues to serve as the chair until a new chair has been selected.

The new chair officiates the selection of vice chair, clerk and treasurer. Unless removed by the board from their position, the officers will hold office for one year and until their successors are elected by the board.

The chair must call for nominations for each role three times. The board can elect officers with a majority vote, or if there is only one nominated board member after three calls for nominations, the officer can be elected by acclamation.

In Richfield, the board has typically followed a tradition of electing the same board chair for two years in a row in order to maintain continuity, and then electing the vice chair as the next chair following those two years. However, the board has the authority at the organizational meeting to elect any board member for any board officer role with a majority vote.



Board Officer Roles

Duties of the Chair

- Lead all board meetings and ensure the meetings are run efficiently.
- Assist in setting board agendas.
- Serve as a spokesperson for the board in communications with other organizations and the media.
- Perform various ceremonial duties, including speaking on behalf of the board at various District functions.
- Serve as board liaison in communications with the superintendent.
- Coordinate the annual superintendent evaluation process.
- Hold responsibility for board member discipline if necessary.
- Lead the superintendent contract negotiations process (typically every 3 years).
- Perform other duties as are required by law.

Duties of the Vice Chair

- Serve as chair in the absence of the chair.
- Support the annual superintendent evaluation process.
- Support the superintendent contract negotiations process (typically every 3 years).
- Serve on behalf of the chair as requested by the chair.

Duties of the Clerk

- Sign board documents, including employee contracts and approved board resolutions.
- Perform other duties as required by law.
- Clerk Duties that are Delegated to the Board Secretary:
  - Keep a record of the proceedings of the board.
  - Keep on file all reports, communications, papers and documents relating to the business of the board.
  - Issue notices of board meetings.
  - Maintain responsibility for the annual school board election and any other elections called by the board.

Duties of the Treasurer

- Sign all financial documents requiring board signature.
- Perform other duties as required by law.

Types of School Board Meetings

Regular Meetings

Typically, regular meetings of the school board are held on the first and third Mondays of each month at 7 p.m. in the boardroom of the District Office. A schedule of the regular meetings of the school board is approved by the board in May or June for the following school year and is posted on the District website. Board members may attend meetings in person or virtually through Google Meet. Meetings are open to the public and livestreamed on the District YouTube channel.

If a board member attends a meeting virtually, there are some additional requirements. All board members must still be able to see and hear each other throughout the meeting. The reason for remote participation must be stated in the meeting minutes. When there is a virtual participant, all board votes must be taken by roll call. At least one board member must be present in the boardroom.

Study Sessions

Study sessions are scheduled as needed, typically 2-4 times per year. They are technically regular meetings of the board and must be open to the public. However, no board action takes place at these meetings, so no meeting minutes are recorded. The agenda for the study session is posted online. Some study sessions are livestreamed, such as legislative study sessions with local legislators or the Richfield city council and informational study sessions about running for school board. Other study sessions, such as opportunities for the board to engage in professional development, are not typically livestreamed. The RPS board has also typically held a board retreat once every few years, which is a longer meeting that is also considered a study session.

Closed Sessions

Meetings can only be closed for specific legal reasons. The most common that occur are for labor negotiations strategy or for superintendent evaluation. Closed sessions typically occur at the end of a regular board meeting. During a closed session, the board will move into a different conference room within the District Office. The audio from closed sessions is often recorded, as specified in Minnesota statute, and minutes from the closed session must be taken.

Special Meetings

Special meetings only occur when the board needs to take action on something between regular meetings. Special meetings must have 3 days published notice with the specific items to be discussed. Only the item specified in the notice may be discussed at the meeting.

Board Meeting Norms

- The board follows Robert's Rules of Order as its Parliamentary Procedure.
- Board members typically address each other as "Chair [Last Name]" or "Director [Last Name]" during board meetings. This is respectful while also keeping the focus on the individual's role as a board member, rather than any other titles they may have earned.
- The RPS board has typically maintained a relatively informal and relaxed atmosphere during board meetings. It is not necessary to raise a hand in order to speak or to point out mistakes in parliamentary procedure. Board members simply take turns speaking and support each other with reminders of proper procedure when necessary.
- Board members should not expect immediate, on-the-spot answers to questions that have not been brought up in advance of the meeting. It is common for district leaders and the superintendent to call upon each other to answer questions in their area of expertise and to circle back to the board with answers at a later date.



What Happens at School Board Meetings

According to Policy 208: Open Meeting and Closed Meetings, the general order of business at regular board meetings is as follows:

I. CALL TO ORDER: The chair calls the meeting to order.

II. REVIEW AND APPROVAL OF AGENDA: The board must vote to approve the agenda. Later changes to the agenda cannot occur without an additional vote.

III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS

A. Receiving of Delegations: Includes Public Comment as well as any special guests being recognized. Commendations typically occur as the last item in Information and Proposals - Non-action Items.

B. Reports and Information from School Sources: Part of the "Superintendent Update" in the meeting agenda. The principal or building leader of each school presents to the board once per year. These presentations typically occur at the first meeting of the month.

C. Communications from Non-School Sources: Part of the "Superintendent Update" in the meeting agenda. Directors also present to the board at least once per year, and there are a few coordinators/ supervisors who make an annual report as well. These presentations, as well as any presentations by the superintendent or from outside consultants, occur after the school presentations in the meeting agenda.

IV. CONSENT AGENDA

A. Routine Matters: The minutes from the previous board meeting are always included in Routine Matters, along with the financial statements from the previous meeting, and the most current financial statements. Investment holdings are included once per month. A year-to-date finance update is typically included once per month. Once per year, in July, several additional documents are included in Routine Matters, including designating the individuals who can sign financial documents for the district and complete wire transfers, approving the official newspaper, legal counsel, and associations we will be working with, approving the board secretary role, and designating the identified official with authority for MDE approvals.

B. Personnel Items: The personnel items are included for approval at each meeting. The public information is included in the board packet, and the board members receive a separate document with confidential information related to the personnel items (such as resignation and leave of absence request letters).

Other items could be included in the consent agenda on occasion, such as approval of contracts for food service vendors, etc.

V. OLD BUSINESS: Old business means items for board review or action that appeared on the agenda of a prior meeting but have not yet been approved. Most board meetings will have second and third reads of board policies that have already been brought to the board for a first read at a prior meeting. Other items that sometimes take more than one meeting to approve include the RPS legislative platform, represent-a-school and board liaison assignments, board honorarium, board meeting calendar, etc.

VI. NEW BUSINESS: New business means items for board review or action that have not appeared on a prior meeting agenda.

Items that may appear under new business include: the annual budget; authorizations for large purchases; authorization for a board member to be employed on a casual/temporary basis; bid awards; change orders; contracts, collective bargaining agreements and pay rates; cooperative sponsorship agreements; the district calendar; insurance renewals; levy certifications; required election-related actions; resolutions discontinuing positions; resolutions supporting grants; and more.

The first read of a policy for review appears in new business. Donations are typically the last item under new business.

VII. ADVANCE PLANNING

A. Legislative Update: The superintendent and/or the board member assigned as a liaison to the Association of Metropolitan School Districts (AMSD) will provide the board with a quick update of any relevant legislative actions occurring federally or at the state level.

B. Information and Questions from Board: The board can use this opportunity to bring up any topic they want to inform the board about. Generally, any information that board members are bringing to the full board from professional development opportunities or from board liaison groups would be shared at this time.

C. Suggested Agenda Items: The board can use this opportunity to ask for future board discussion on a topic.

D. Future Meeting Dates: The chair will announce the next two board meeting dates as well as any study sessions occurring within that time window.

VIII. ADJOURNMENT: The chair adjourns the meeting. If a closed session is needed, it would occur before the adjournment.

Voting Procedures

Step 1: Any board member can make a motion by saying, “I move to approve…”. The chair typically does not make motions, but they have the ability to do so.

Step 2: Another board member seconds the motion.

Step 3: The chair will state who made the motion and the second and call for any further discussion before the vote.

Step 4: The board will vote. Typically, the chair will say, “All in favor, please say ‘aye,’” and “all opposed, please say ‘nay,’” in order to indicate when the board members should vote. If a roll call vote is required because a board member is participating virtually, the chair will call on each board member individually to say “aye” or “nay.” The RPS board also follows this procedure of polling the board members individually for action items that are presented as a formal resolution.

Step 5: The chair will state their own vote and whether or not the motion passed or item was approved. A motion passes if the majority of the board votes in favor.

Abstentions

A board member can abstain from voting on an item, but they should only do this if they have a potential conflict of interest related to the item. As a matter of courtesy, the board member should state upfront that they plan to abstain from the vote before the vote occurs. In determining whether a motion passes, any abstentions count with the majority of votes.

Exceptions

There are a few special cases in which a 2/3 majority is required for a vote to pass, such as the approval of donations to the District. A unanimous vote is required in a few cases, such as the initial hire of a teacher who is related to a board member. An authorization for a board member to be employed by the District on a casual/temporary basis must pass with a majority of votes at a meeting when all board members are present.

Other Motions

When there is a motion but the board has not yet voted, a board member can make a subsidiary motion to table or postpone the motion until another time. Tabling would be until later in the meeting, and postponing would be until a later date.

Public Comment

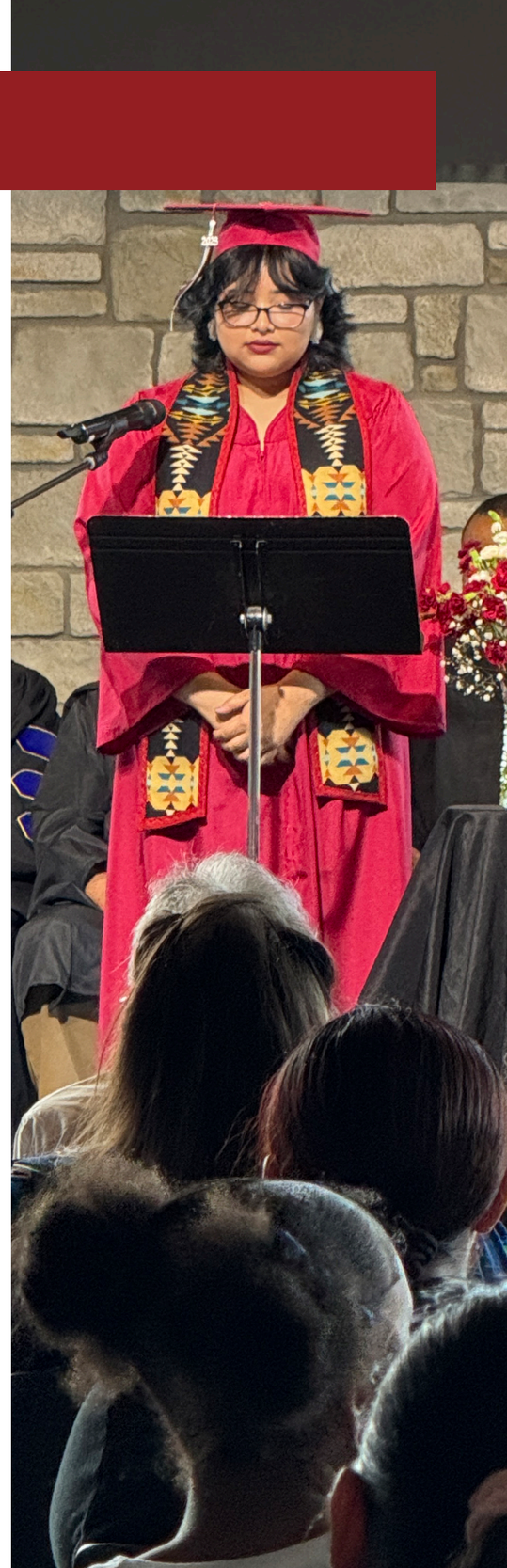
RPS board members welcome comments from Richfield community members at any time via email and are happy to schedule calls or meetings with individuals as appropriate. While emailing board members is often the most effective way to share input, public comment at board meetings provides an opportunity to speak directly to the entire board publicly.

Public comment is held once per month and begins immediately after the agenda is approved. The session lasts up to 30 minutes, with speakers limited to three minutes each (six minutes with interpretation). A “30-second warning” and “time’s up” notice will be given. Comments must end when time expires. To speak during public comment, individuals must sign up in advance by contacting the board secretary or using the form on the District website. Sign-up closes at noon on the day of the meeting. Speakers are called in the following order: students, those addressing specific agenda items, then others by sign-up order—with preference to those who haven’t spoken in the past six months.

If public comment is not on the agenda, written comments may be submitted to the board secretary for distribution to board members.

The school board takes into consideration comments made during public comment, but does not hold a two-way dialogue or interactive discussion during public comments. The board may provide a response at a later time and/or may provide clarification of points of fact as appropriate during the meeting.

Comments must not include allegations, charges, or complaints against students or staff. These must be submitted in writing to the superintendent or HR department. Personal attacks are not permitted and may result in the speaker being removed, banned from future meetings, or referred to law enforcement. Disruptive conduct that hinders the board’s ability to conduct business is not tolerated.



Annual Board Reports & Presentations

The principal or building leader of each school presents to the board once per year. These presentations typically occur at the first meeting of the month. Directors also present to the board at least once per year, and there are a few coordinators/supervisors who make an annual report as well.

January: The Where We Are in Enrollment report is typically presented each January. This report gives details on our student enrollment and demographics, as well as class sizes, based on the October 1 count. There is also usually a presentation on extended learning programs that occurs in January (this includes all our extracurricular programming that does not fall under community education or athletics & activities).

February: The Director of Student Support Services usually presents in February, with information about social-emotional learning, mental health, chemical health, the Richfield Health Resource Center, etc. The Indigenous Parent/Guardian Advisory Committee (IPAC) also typically provides a report to the board in February alongside the Native American/Indigenous Education Coordinator. February is also the month when the superintendent provides a mid-year update on his goals as well as a mid-year presentation on vision cards (our method for tracking progress on our strategic plan).

March: The Special Education Child Count presentation occurs in March, with information about our students receiving special education services and their demographics and disability categories. The Safe Routes to School Coordinator also typically presents in March.

April: The Directors of Elementary and Secondary Education present in April, usually jointly, with information about current initiatives in the Teaching & Learning Department. The results from the annual survey for staff and parents/guardians are also typically presented in April, and the revised current year budget is often presented to the board in April, though it could be March or May.

May: While the other school presentations can vary as to when they occur throughout the year, the RCEP presentation almost always appears on a May agenda. The Technology Department and the Nutrition Services Department also typically present to the board in May. The preliminary budget for the following school year is typically presented in May.

June: The Q Comp Annual Report occurs in June, as well as a presentation from the Facilities and Transportation Department that includes the annual health & safety report. The superintendent provides an end-of-year presentation on his goals and on vision cards. The final budget for the following school year is also presented in June for approval.

July: The Health Services Department typically presents at the July meeting.

August: An overview of summer programs is presented in August.

September: The superintendent shares back to school information and a draft of his goals for the year in September.

October: The superintendent presents a final version of his goals for the year in October.

November: The HR Department presents the annual staffing report in November. This presentation has information about overall staffing changes from year to year, employee demographics, and teacher education and experience levels (as a group).

December: The first meeting in December is typically scheduled for the Truth-in-Taxation Hearing. This presentation provides overall budget information and information about how the RPS community is affected by school taxes. The second meeting in December typically includes the Comprehensive Achievement and Civic Readiness (previously World's Best Workforce) report from the Teaching & Learning Department, which includes specific state-required academic data points. The annual financial audit report also usually takes place in December (it could be January).

While the superintendent and board secretary take care to spread out presentations throughout the year in order to even out the length of board meetings overall, there is still an extent to which spring and early summer are the busiest time for board presentations. December can be busy, too. Shorter board meetings can be expected in mid-late summer and fall, barring unexpected events. Board members can also make a request for a board presentation on a particular subject of interest to the board (this happens a couple times per year), with the understanding that the presentation may be scheduled for a few months later.

Student Board Representatives

At the beginning of each school year, the RHS administrators advertise openings for student representatives, and interested juniors or seniors can fill out an application. The RHS administration interviews the interested students and selects representatives. Students then meet with the superintendent and board chair to ensure they understand the expectations and want to commit to the role. Student board representatives are eligible to receive a stipend of $600 per calendar year in which they serve on the board, or to decline the stipend and count the time as volunteer service hours.

Student board representatives attend board meetings and provide board members with their perspectives on agenda items. They are key to providing student voice at the board level, and they frequently bring issues back to their high school peers and share what they hear with the board. Ideally, student board representatives are brought on as juniors and serve on the board for two years. They are not expected to attend board meetings during the summer.

On some occasions, board members have been asked if they would be willing to write recommendation letters for student board representatives' applications for college scholarships, etc.

Policy Review

There are three broad categories of policies that have been approved by the RPS board. First, policies that are required by statute and/or are rooted in statutory language typically follow the MSBA model policy very closely and may not be open to much input. Second, some policies, such as the Equity Policy, are original policies drafted by RPS staff members with significant feedback from stakeholders across the District. These policies tend to have a more in-depth process each time they are reviewed by the board. Lastly, there are many policies that are a combination of both required statutory elements and Richfield values and procedures. These policies may be brought to committees for review or may simply have changes that are recommended by specific RPS departments.

Policy Review Timeline

The school board reviews most policies on a 5-year cycle. Certain policies are required to be reviewed annually (or every 2 years) based on statute or requirements within the policies themselves. The board secretary keeps track of when policies have been most recently updated and the planned cycle for upcoming policy review.

Many policies have administrative guidelines that are associated with them. When the board reviews and updates a policy, it reviews the associated guidelines along with it. However, while policy changes require board approval, administrative guidelines can be changed at the discretion of the administration. This process typically still involves a board review.

The board or administration may request to make changes to policies before their 5-year review for a variety of reasons. Sometimes policies are reviewed ahead of schedule due to changes in statute. However, updates based on statute can often be deferred until the 5-year review, knowing that the District must always follow law and statute first, then policy language second.

Most board meetings include 3 or 4 policies as individual agenda items, either as a first, second, or third read. Policy reads are intentionally spread out throughout the calendar year.

Input Process

The RPS board places a high value on feedback from staff, parents/guardians, and students when it comes to policy language. Depending on the policy, input may come from administration, specific departments, advisory committees, or broader community groups.

The **Safe & Supportive Schools Committee** plays a key role in policy feedback. It includes parents/guardians and secondary students who meet four times per year—parents in the evenings and students during the school day (one group per secondary school). Participants are recruited to reflect RPS's overall demographics, and meetings are facilitated by Student Support Services staff and/or school administrators. It is important to remember that the Safe & Supportive Schools Committee can only review 3-4 policies per year.

Policy Revisions

When a policy is under review, it is first presented to the school board for a **first read**—an opportunity for board members to review current language and share feedback either during the meeting or afterward. **Before the second read**, proposed revisions are incorporated as tracked changes. The board secretary:

- Edits for clarity, style, and alignment with District branding.
- Checks the MSBA model policy (if applicable) for updates to laws or recommendations.
- Reviews and integrates stakeholder feedback as appropriate.

The superintendent reviews the revised draft, and full cabinet input is sought if needed. At the **second read**, the board discusses the proposed changes and may request further edits. Typically, policies are **approved at the third read** after final adjustments. Some policies may go through four or more reads if additional input or revisions are needed.

Policies that are required to be approved annually are reviewed and approved as a group in the fall during a single read and vote. If any of these require significant changes, they are pulled from the group for a full three-read process.

Policies may also be considered for repeal if they are obsolete or unnecessary or may be combined together if it makes sense to do so. This creates greater efficiency in the policy review process and decreases the total number of policies that must be reviewed by the board each year.

Once the board approves policy revisions, the policy is updated on the District website. All RPS staff complete required safety and other virtual trainings through Safe Schools each fall. The board secretary creates a custom training through Safe Schools to require staff to read through the policies that have been updated in the past year.

Writing New Policies

Over the past five years, the RPS school board has approved nine new policies and six new administrative guidelines. One policy, related to the pandemic, has since been repealed. When drafting a new policy or guideline, the board secretary:

- Reviews the MSBA model policy (if available)
- Researches similar policies in nearby districts

If the MSBA model is used closely, minimal revisions may be needed before board approval. Otherwise, the board secretary drafts a policy based on research and the identified need, often consulting the full RPS management team for feedback and revisions.

New policies typically follow the standard three-read review process, though they may require more time and input than policy revisions.

Represent-a-School & Board Liaison Assignments

Each January, board members collaboratively discuss and agree upon represent-a-school and board liaison assignments for the upcoming calendar year. Each board member is assigned to 1-2 school buildings and 2-5 liaison assignments. The level of commitment varies for each assignment.

From Administrative Guideline 926.2: “One of the objectives of the board of education is to foster a positive climate by increasing board member visibility in the schools. One way by which this objective can be accomplished is to have each board member “represent a school,” attempting to schedule occasional visits during the school day and participating in selected school activities throughout the school year.

In “representing” a building, each board member will try (as their schedule permits) to attend late afternoon or evening functions that facilitate exposure to students, staff, and parents. From time to time, a board member liaison may also wish to visit during school hours, as arranged with the principals.

The “representation” is not meant to be a burden either to the board member or to the school that the board member is representing. The representation is not intended to alter the respective roles of board members as districtwide policymakers; principals as building managers and leaders; and the superintendent as the conduit for bringing issues and concerns which have policy, personnel or financial implications to the board for discussion and action.”

Board liaison assignments are either District advisory committees, community organizations that are connected to RPS, or assemblies of educational advocacy groups that RPS is part of. District advisory committees serve as a place to offer community voice and gather recommendations for the District administration to bring to the school board. The current board liaison opportunities are as follows:

- Association of Metropolitan School Districts (AMSD)
- BrightWorks Representative Assembly
- Business/Career & Technical Education Advisory Board
- Community Education Advisory Council
- Competitive Activities Advisory Committee
- District Construction Committee
- District Curriculum Advisory Committee (DCAC)
- District Insurance Advisory Committee & Negotiations Representatives
- District Technology Advisory Committee (DTAC)
- Fiscal Planning Advisory Committee (FPAC)
- Friends of Wood Lake (FOWL) Board of Directors
- Health, Wellness & Safety Committee
- Intermediate District 287 School Board
- Minnesota State High School League (MSHSL)
- Minnesota School Boards Association (MSBA) Delegate Assembly
- Richfield City Council
- Richfield Historical Society
- Richfield Human Rights Commission
- Richfield Spartan Foundation
- Safe & Supportive Schools Advisory Committees
- Special Education Advisory Committee (SEAC)
- Work Experience Advisory Committee

Board members are expected to maintain connections to their designated RPS school and their board liaison assignments. It is not a requirement to attend every meeting of their liaison groups, but to generally stay informed and give the board relevant updates.

Superintendent Evaluation

The school board is responsible for conducting an annual evaluation of the superintendent using multiple sources:

- Staff and parent/guardian annual survey results
- A year-end report from the superintendent on goal achievement
- Feedback from staff who report directly to the superintendent via a performance survey
- Individual board member evaluations across key areas

With all of this information gathered, the board chair and vice chair meet with the superintendent for a preliminary discussion of his evaluation. Then the board meets with the superintendent in a closed session to determine the final evaluation and performance award. At the following board meeting, the board chair shares a summary of the closed session discussion.



References & Other Relevant Board Policies

Board Policies & Administrative Guidelines

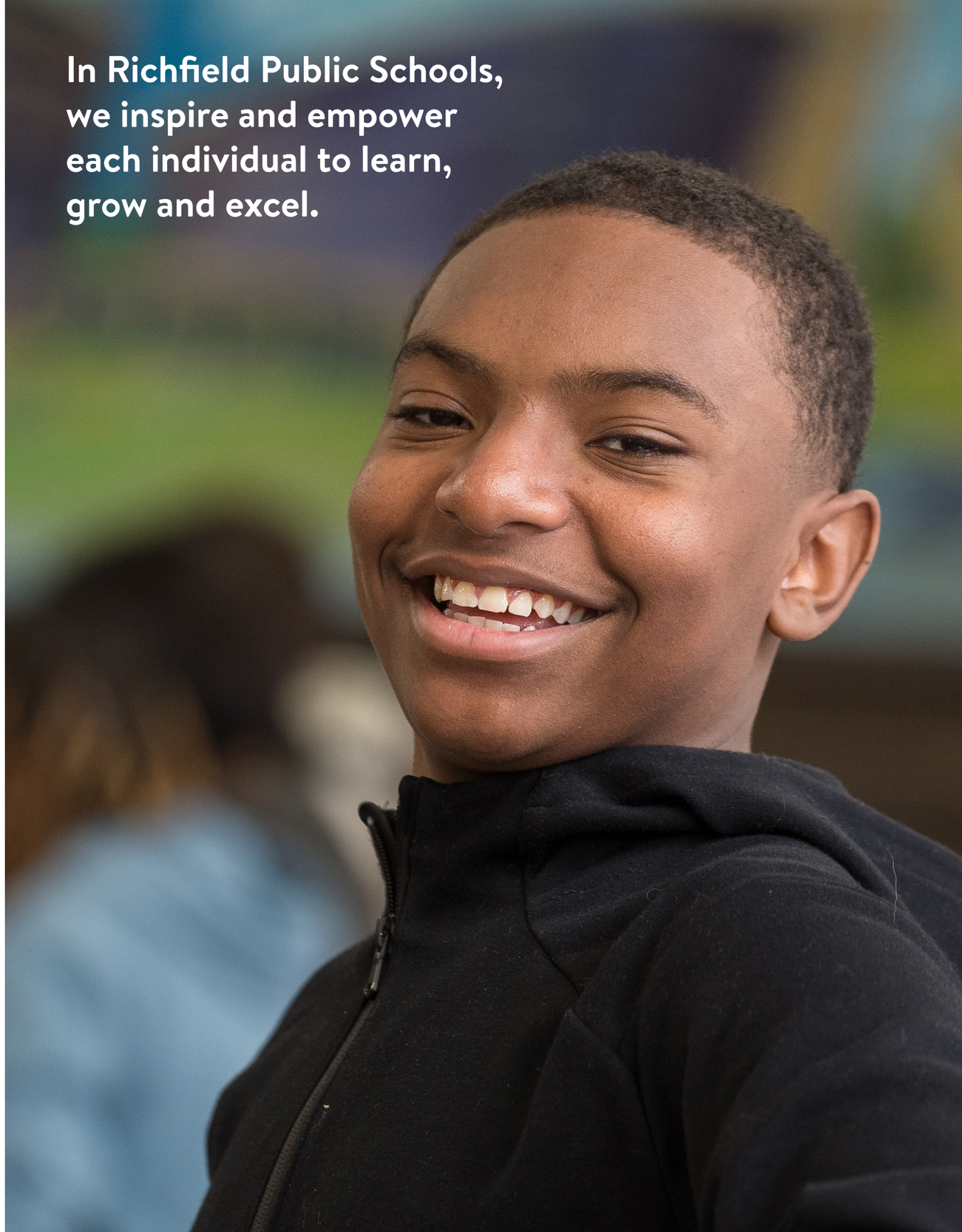
- Board Policy 201: Legal Status of the School Board
- Board Policy 202: School Board Member Code of Ethics
- Board Policy 203: Organization of the Board of Education - *this policy includes details about the annual organizational meeting and board officer roles.*
- Board Policy 204: Board Member Orientation and Development
- Board Policy 207: The Superintendent - School Board Working Relationship
- Board Policy 208: Open Meetings and Closed Meetings - *this policy includes the order of business at regular and special board meetings and the allowable reasons for closed sessions to occur*
- Board Policy 209: Board Self-Evaluation & Administrative Guideline 209.1: Board Self-Evaluation Form
- Board Policy 210: Conflict of Interest - School Board Members
- Board Policy 216: Public Comment & Administrative Guideline 216.1
- Board Policy 303: Evaluation of the Superintendent & Administrative Guideline 303.1
- Administrative Guideline 926.2: Represent a School Program

From the MSBA "Running for School Board" webpage:

- MSBA 2024 Candidate's Guide to School Board Elections
- MSBA Qualifications and Characteristics of Being a School Board Member

MN Statutes:

- MN Statute 123B.09
- MN Statutes 13D.03-13D.05



RICHFIELD
PUBLIC SCHOOLS

School Board Member Handbook
Updated October 2025

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 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 October 6, 2025
   - Disbursements from the October 6, 2025 Meeting
   - Checks & E-pay Register from the October 6, 2025 Meeting
   - Superintendent's Report and Agenda Meeting Minutes from October 6, 2025
2. General Disbursements as of 10/16/25 in the Amount of $1,876,503.17
   - Disbursements for the October 27, 2025 Meeting
   - Checks & E-pay Register for the October 27, 2025 Meeting
3. Year-to-Date Finance Update
   - Revenue & Expenditure Summary as of September 30, 2025

CHECKS, SCHOLARSHIPS & EPAYS
10/06/2025 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks	9/10/2025	755,251.53
	9/12/2025	115,287.33
	9/17/2025	696,717.28
	9/22/2025	5,801.92
	9/24/2025	207,682.68
	9/25/2025	3,441.08
Scholarships	9/17/2025	7,000.00
	9/24/2025	17,000.00
E-Pays	9/18/2025	657.07

CHECK REGISTER BANK 05 TOTAL =	**1,808,838.89**

BREAKDOWN	
01-206-00	859,134.02
02-206-00	205,908.27
03-206-00	11,498.06
04-206-00	15,887.89
06-206-00	627,959.29
07-206-00	-
18-206-00	-
20-206-00	86,938.78
21-206-00	1,512.58
47-206-00	
BANK TOTAL =	**1,808,838.89**

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	316243	09/10/2025	ADVANCED COMMERCIAL KITCHENS	R	3,056.73
01	316244	09/10/2025	AIM ELECTRONICS INC	R	503.80
01	316245	09/10/2025	ARCHETYPE	R	1,977.50
01	316246	09/10/2025	ARVIG ENTERPRISES INC	R	1,207.90
01	316247	09/10/2025	ASTLEFORD INTERNATIONAL	R	544.21
01	316248	09/10/2025	AVIBEN	R	524.33
01	316249	09/10/2025	BCN TELECOM, INC TBS	R	928.46
01	316250	09/10/2025	BERGER, OLIVIA	R	12.10
01	316251	09/10/2025	BERGLUND CHLOE	R	24.20
01	316252	09/10/2025	BIX FRUIT COMPANY	R	1,068.03
01	316253	09/10/2025	BRENNAN CONSTRUCTION OF MN, INC.	R	300,964.30
01	316254	09/10/2025	BRIGHTBILL THEODORE	R	384.00
01	316255	09/10/2025	CDW GOVERNMENT INC	R	30,994.45
01	316256	09/10/2025	CEDAR SMALL ENGINE	R	25.98
01	316257	09/10/2025	CENTURYLINK	R	49.05
01	316258	09/10/2025	CEP ART & DESIGN	R	162.00
01	316259	09/10/2025	CHECINSKI, GEORGE	R	174.00
01	316260	09/10/2025	CINTAS CORPORATION NO 2	R	165.96
01	316261	09/10/2025	CLEAR DAVID S	R	87.00
01	316262	09/10/2025	CLEVELAND JOSHUA S	R	28.43
01	316263	09/10/2025	COMCAST BUSINESS	R	426.05
01	316264	09/10/2025	CONTINENTAL RESEARCH CORP	R	438.32
01	316265	09/10/2025	DIGITAL INSURANCE LLC	R	3,607.00
01	316266	09/10/2025	ECM PUBLISHERS INC	R	157.50
01	316267	09/10/2025	FAMODU, BABATUNDE	R	140.00
01	316268	09/10/2025	FINANGER PHILLIP J	R	136.82
01	316269	09/10/2025	FOSTER, RICOT	R	130.00
01	316270	09/10/2025	GROTH MUSIC COMPANY	R	46.99
01	316271	09/10/2025	H&B SPECIALIZED PRODUCTS INC	R	2,165.00
01	316272	09/10/2025	HILLYARD MINNEAPOLIS	R	255.59
01	316273	09/10/2025	HOPE CHURCH	R	15,910.11
01	316274	09/10/2025	HRYPA WILLIAM V	R	157.00
01	316275	09/10/2025	ICS CONSULTING, LLC - 138006	R	325,000.00
01	316276	09/10/2025	JARED R NELSON	R	450.00
01	316277	09/10/2025	JW PEPPER & SON INC	R	1,300.23
01	316278	09/10/2025	KOCH III JOSEPH W	R	174.00
01	316279	09/10/2025	LAURSEN PIANO SERVICE	R	640.00
01	316280	09/10/2025	LIFESAVER FIRE PROTECTION LLC	R	3,045.15
01	316281	09/10/2025	LOFFLER COMPANIES	R	160.77
01	316282	09/10/2025	LYNDSLEY KEVIN KAR	R	130.00
01	316283	09/10/2025	LYNN E. HENRY	R	72.00
01	316284	09/10/2025	MATH LEARNING CENTER	R	15,882.48
01	316285	09/10/2025	MATRIX COMMUNICATIONS, INC	R	6,336.38
01	316286	09/10/2025	MILES ROBERT THOMPSON	R	28.43
01	316287	09/10/2025	MILES SARA	R	68.41
01	316288	09/10/2025	MITSON STEPHEN	R	261.00
01	316289	09/10/2025	NUPOLE-NATHAN M DUNBAR	R	87.00
01	316290	09/10/2025	OLANDA OSCAR	R	87.00
01	316291	09/10/2025	OLIVER JOSEPH	R	130.00
01	316292	09/10/2025	OLSON ANDREA JADE	R	18.95
01	316293	09/10/2025	OLSON EMILY K	R	55.00
01	316294	09/10/2025	ON SITE SANITATION	R	995.99
01	316295	09/10/2025	ONEBRIDGE BENEFITS INC.	R	4,982.00
01	316296	09/10/2025	OWENS SEDRIC	R	18.95
01	316297	09/10/2025	PAYDHEALTH	R	2,158.08

01	316298	09/10/2025	ROBIDEAU BRIAN	R	130.00
01	316299	09/10/2025	SAFEWAY DRIVING SCHOOL	R	13,230.00
01	316300	09/10/2025	SCHOOL SERVICE EMPLOYEES UNION	R	1,810.30
01	316301	09/10/2025	SPIELMAN PATRICK	R	130.00
01	316302	09/10/2025	SQUIRES, WALDSPURGER & MACE, P.A.	R	6,022.20
01	316303	09/10/2025	TOMLINSON OLIVIA M	R	12.10
01	316304	09/10/2025	TOUA VANG	R	157.00
01	316305	09/10/2025	VERIZON WIRELESS	R	360.09
01	316306	09/10/2025	VETSCH TERRI	R	31.58
01	316307	09/10/2025	VIRTUE TECHNOLOGIES	R	2,283.25
01	316308	09/10/2025	WOLKE, JULIA	R	12.10
01	316309	09/10/2025	WORLD FUEL SERVICES, INC.	R	2,396.55
01	316310	09/10/2025	XCEL ENERGY	R	54.73
01	316311	09/10/2025	ZMIRA, ELIYAHN	R	87.00
01	316312	09/12/2025	ADVANCED COMMERCIAL KITCHENS	R	2,061.83
01	316313	09/12/2025	ANNIES FROZEN YOGURT	R	90.00
01	316314	09/12/2025	BCBS OF MINNESOTA & BLUE PLUS	R	8,976.00
01	316315	09/12/2025	CULINEX	R	936.22
01	316316	09/12/2025	HILLYARD MINNEAPOLIS	R	3,831.82
01	316317	09/12/2025	KEMPS LLC	V	0.00
01	316318	09/12/2025	KEMPS LLC	R	4,749.26
01	316319	09/12/2025	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	5,881.00
01	316320	09/12/2025	MACLEAN ENTERPRISES, LLC	R	1,327.50
01	316321	09/12/2025	METRO TRANSIT	R	485.00
01	316322	09/12/2025	METROPOLITAN MECHANICAL CONTRACTORS	R	754.53
01	316323	09/12/2025	MIDWEST BUS PARTS INC	R	76.94
01	316324	09/12/2025	MIDWEST SPECIAL INSTRUMENTS (MSI)	R	1,292.00
01	316325	09/12/2025	MRI SOFTWARE LLC	R	31.00
01	316326	09/12/2025	NAPA AUTO PARTS	R	1,135.56
01	316327	09/12/2025	NORTH CENTRAL INTERNATIONAL, LLC	R	939.23
01	316328	09/12/2025	PAN O GOLD BAKING CO	R	826.11
01	316329	09/12/2025	PER MAR SECURITY SERVICES	R	73.50
01	316330	09/12/2025	PERFORMANCE EXCELLENCE NETWORK	R	300.00
01	316331	09/12/2025	PREMIUM WATERS INC	R	39.00
01	316332	09/12/2025	RODRIGUEZ EMBROIDERY INC	R	1,400.52
01	316333	09/12/2025	SHELLY BARTLE	R	80.20
01	316334	09/12/2025	SHERWIN WILLIAMS CO	R	29.89
01	316335	09/12/2025	SNA-SCHOOL NUTRITION	R	2,689.00
01	316336	09/12/2025	TRACY D BULLOCK	R	205.00
01	316337	09/12/2025	TRIO SUPPLY COMPANY	R	3,122.16
01	316338	09/12/2025	TRUGREEN LIMITED PARTNERSHIP	R	3,180.00
01	316339	09/12/2025	TWIN CITY TRANSPORTATION	R	915.44
01	316340	09/12/2025	UNITED HEALTHCARE/AARP MEDICARE RX	R	92.20
01	316341	09/12/2025	UNITED HEARTHCARE /AARP MEDICARE RX	R	92.20
01	316342	09/12/2025	UNITEDHEALTHCARE	R	655.91
01	316343	09/12/2025	UPPER LAKES FOODS	V	0.00
01	316344	09/12/2025	UPPER LAKES FOODS	R	67,023.32
01	316345	09/12/2025	WOLD ARCHITECTS AND ENGINEERS	R	1,994.99
01	316346	09/17/2025	AVEDA ARTS & SCIENCE INSTITUTE MPLS	R	2,000.00
01	316347	09/17/2025	UNIVERSITY OF MINNESOTA-TWIN CITIES	R	5,000.00
01	316348	09/17/2025	ALERUS RETIREMENT AND BENEFITS	R	864.60
01	316349	09/17/2025	ALL STATE COMMUNICATIONS LLC	R	23,808.75
01	316350	09/17/2025	ANDREWS JOHN	R	174.00
01	316351	09/17/2025	AI TECHNOLOGIES LLC	R	240.00
01	316352	09/17/2025	AQUA ENGINEERING INC	R	1,367.95
01	316353	09/17/2025	BATTERIES R US	R	8,301.29

01	316354	09/17/2025	BECCARD SETH	R	130.00
01	316355	09/17/2025	BECKMAN ALISON	R	52.63
01	316356	09/17/2025	BOSE THOMAS N	R	84.00
01	316357	09/17/2025	BRAND FARMS	R	3,248.00
01	316358	09/17/2025	BRINK'S INCORPORATED	R	2,682.65
01	316359	09/17/2025	BSN SPORTS, LLC	R	1,452.00
01	316360	09/17/2025	BURKSTRAND JENNIFER	R	28.43
01	316361	09/17/2025	BURKSTRAND MICHAEL	R	52.63
01	316362	09/17/2025	CATALYST BUYING GROUP LLC	R	958.40
01	316363	09/17/2025	CDW GOVERNMENT INC	R	107,120.00
01	316364	09/17/2025	CEDAR SMALL ENGINE	R	14.52
01	316365	09/17/2025	CENTURYLINK	R	71.00
01	316366	09/17/2025	CESO FINANCE, LLC	R	10,000.00
01	316367	09/17/2025	CHRISTIAN PEREZ	R	87.00
01	316368	09/17/2025	CINTAS CORPORATION NO 2	R	149.06
01	316369	09/17/2025	CIRCA	R	3,630.00
01	316370	09/17/2025	CITY OF RICHFIELD	R	291.20
01	316371	09/17/2025	CLANCY, FRANK	R	174.00
01	316372	09/17/2025	CLEVELAND JOSHUA S	R	28.43
01	316373	09/17/2025	COMCAST BUSINESS	R	561.05
01	316374	09/17/2025	CONSOLIDATED COMMUNICATIONS	R	2,800.33
01	316375	09/17/2025	CONTINENTAL RESEARCH CORP	R	664.90
01	316376	09/17/2025	COOK AMY	R	28.43
01	316377	09/17/2025	DARRYL WALETZKO LLC	R	45,110.00
01	316378	09/17/2025	DOGAN SONER	R	261.00
01	316379	09/17/2025	FAMODU, BABATUNDE	R	70.00
01	316380	09/17/2025	FINANGER PHILLIP J	R	136.82
01	316381	09/17/2025	WW GRAINGER INC	R	358.35
01	316382	09/17/2025	GROTH MUSIC COMPANY	R	479.64
01	316383	09/17/2025	H&B SPECIALIZED PRODUCTS INC	R	62.00
01	316384	09/17/2025	HAWKINS INC	R	1,068.78
01	316385	09/17/2025	HILLYARD MINNEAPOLIS	R	1,892.30
01	316386	09/17/2025	HOGAN ASSESSMENT SYSTEMS INC	R	1,230.00
01	316387	09/17/2025	HOYO, SBC	R	612.00
01	316388	09/17/2025	IIX INSURANCE INFORMATION EXCHANGE	R	65.05
01	316389	09/17/2025	INNOVATIVE OFFICE SOLUTIONS LLC	R	3,682.02
01	316390	09/17/2025	INSIGHT RESTORATION	R	13,717.49
01	316391	09/17/2025	INTERMEDIATE DISTRICT 287	R	242,374.98
01	316392	09/17/2025	INTERMEDIATE SCHOOL DISTRICT 917	R	7,096.20
01	316393	09/17/2025	ISD #31 BEMIDJI	R	10,281.18
01	316394	09/17/2025	JOHNSTON ADAM T	R	130.00
01	316395	09/17/2025	KEE-BOWLING BONNIE	R	84.00
01	316396	09/17/2025	KELSEY CHARLEMAGNE	R	85.00
01	316397	09/17/2025	KEMPS LLC	V	0.00
01	316398	09/17/2025	KEMPS LLC	R	5,219.74
01	316399	09/17/2025	KRUEGER BARBARA	R	28.43
01	316400	09/17/2025	KRUEGER BRANDT	R	52.63
01	316401	09/17/2025	LARSON KEITH	R	73.68
01	316402	09/17/2025	LB CARLSON LLP	R	8,950.00
01	316403	09/17/2025	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	5,706.21
01	316404	09/17/2025	LIGHTSPEED TECHNOLOGIES, INC.	R	6,876.00
01	316405	09/17/2025	LOFFLER COMPANIES	R	1,927.29
01	316406	09/17/2025	MAXORPLUS, LTD	R	68,071.74
01	316407	09/17/2025	MCTLC	R	400.00
01	316408	09/17/2025	MENDELBLATT SCOTT	R	56.86
01	316409	09/17/2025	MILES SARA	R	136.82

01	316410	09/17/2025	MORBEN BRYAN	R	130.00
01	316411	09/17/2025	MSNA-MN SCHOOL NUTRITION	R	350.00
01	316412	09/17/2025	MULTILINGUAL WORD INC	R	2,138.30
01	316413	09/17/2025	NAPA AUTO PARTS	R	1,252.68
01	316414	09/17/2025	NEI ELECTRIC, INC.	R	2,229.00
01	316415	09/17/2025	NEW LIFE ENTERPRISE	R	992.00
01	316416	09/17/2025	NWAOFUNE PETER	R	70.00
01	316417	09/17/2025	OHARA MEGAN	R	28.43
01	316418	09/17/2025	OKEY CHRIS	R	63.15
01	316419	09/17/2025	OLSON ANDREA JADE	R	28.43
01	316420	09/17/2025	ON CALL PAVEMENT SWEEPING INC	R	7,600.00
01	316421	09/17/2025	OWENS KEIRA	R	12.10
01	316422	09/17/2025	OWENS SEDRIC	R	18.95
01	316423	09/17/2025	PAN O GOLD BAKING CO	R	456.35
01	316424	09/17/2025	PER MAR SECURITY SERVICES	R	16.50
01	316425	09/17/2025	PEREZ LUCCIANO	R	157.00
01	316426	09/17/2025	PITNEY BOWES BANK PURCHASE POWER	R	33.15
01	316427	09/17/2025	PLUNKETT'S /VARMENT GUARD	R	2,142.67
01	316428	09/17/2025	POWERSCHOOL GROUP LLC	R	21,085.31
01	316429	09/17/2025	PROPIO LS, LLC	R	23.90
01	316430	09/17/2025	RASHAD COHEN LLC	R	5,000.00
01	316431	09/17/2025	RICKETTS, KATHLEEN	R	28.43
01	316432	09/17/2025	ROSA RUBIO ESCODA	R	1,462.50
01	316433	09/17/2025	RYAN JEANNIE M	R	1,111.94
01	316434	09/17/2025	SCHLETTY JENNIE M	R	28.43
01	316435	09/17/2025	SCHLETTY, MARK	R	28.43
01	316436	09/17/2025	SNDM	R	100.00
01	316437	09/17/2025	SQUIRES, WALDSPURGER & MACE, P.A.	R	11,376.40
01	316438	09/17/2025	STAIGER, PATRICK	R	130.00
01	316439	09/17/2025	STROUP CORY F	R	130.00
01	316440	09/17/2025	TASYA RIVERA MARTIN	R	28.43
01	316441	09/17/2025	TOLL COMPANY	R	13.64
01	316442	09/17/2025	TRIMARK MARLINN LLC	R	4,795.20
01	316443	09/17/2025	TRIO SUPPLY COMPANY	R	1,441.77
01	316444	09/17/2025	UNIVERSITY LANGUAGE CENTER	R	1,648.33
01	316445	09/17/2025	UPPER LAKES FOODS	R	34,877.06
01	316446	09/17/2025	URBANZ GEOFFREY	R	52.63
01	316447	09/17/2025	VETSCH TERRI	R	173.65
01	316448	09/17/2025	XCEL ENERGY	R	101.06
01	V2600252	09/18/2025	MATTHEW ARNOLD	R	506.96
01	V2600253	09/18/2025	EMMA GARCIA	R	53.00
01	V2600254	09/18/2025	JENNIFER KRUEGER	R	97.11
01	316449	09/22/2025	ESTRELLITA INC	R	2,001.92
01	316450	09/22/2025	INDEPENDENT SCHOOL MGMT, INC. (ISM)	R	3,800.00
01	316451	09/24/2025	AQUA ENGINEERING INC	R	397.50
01	316452	09/24/2025	BERGER, OLIVIA	R	12.10
01	316453	09/24/2025	BERGLUND CHLOE	R	12.10
01	316454	09/24/2025	BERRY COFFEE COMPANY INC.	R	586.50
01	316455	09/24/2025	BRAND FARMS	R	1,798.00
01	316456	09/24/2025	BSN SPORTS, LLC	R	730.74
01	316457	09/24/2025	CANON USA	R	4,747.36
01	316458	09/24/2025	CARLSON, ALEXIS	R	12.10
01	316459	09/24/2025	CDW GOVERNMENT INC	R	18,450.00
01	316460	09/24/2025	CINTAS CORPORATION NO 2	R	149.06
01	316461	09/24/2025	CITY OF RICHFIELD	R	3,810.14
01	316462	09/24/2025	CLEVELAND JOSHUA S	R	28.43

01	316463	09/24/2025	COMCAST	R	447.42
01	316464	09/24/2025	CONTINENTAL RESEARCH CORP	R	2,629.48
01	316465	09/24/2025	CUB FOODS	R	62.68
01	316466	09/24/2025	CULINEX	R	2,473.98
01	316467	09/24/2025	CURRICULUM ASSOCIATES, LLC	R	4,000.00
01	316468	09/24/2025	DEPARTMENT OF HUMAN SERVICES	R	1,620.00
01	316469	09/24/2025	ECM PUBLISHERS INC	R	188.75
01	316470	09/24/2025	FAMODU, BABATUNDE	R	140.00
01	316471	09/24/2025	FASTENAL INDUSTRIAL	R	403.62
01	316472	09/24/2025	FINANGER PHILLIP J	R	68.41
01	316473	09/24/2025	WW GRAINGER INC	R	811.87
01	316474	09/24/2025	GROUP MEDICAREBLUE RX	R	7,955.00
01	316475	09/24/2025	HAUGEN CHRIS	R	130.00
01	316476	09/24/2025	HILLYARD MINNEAPOLIS	R	5,337.57
01	316477	09/24/2025	HOME DEPOT U.S.A.	R	1,421.88
01	316478	09/24/2025	HOYO, SBC	R	2,040.00
01	316479	09/24/2025	INNOVATIVE OFFICE SOLUTIONS LLC	R	64.15
01	316480	09/24/2025	KEMPS LLC	V	0.00
01	316481	09/24/2025	KEMPS LLC	R	4,011.72
01	316482	09/24/2025	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	3,419.30
01	316483	09/24/2025	LINDSAY SHEPPARD	R	265.96
01	316484	09/24/2025	LOFFLER	R	1,031.91
01	316485	09/24/2025	MADISON NATIONAL LIFE INS CO INC	R	17,687.59
01	316486	09/24/2025	MATT LYNCH-MCKINNEY	R	70.00
01	316487	09/24/2025	MAXORPLUS, LTD	R	13,494.74
01	316488	09/24/2025	MCCARTHY WELL COMPANY	R	6,500.00
01	316489	09/24/2025	MENDELBLATT SCOTT	R	28.43
01	316490	09/24/2025	METRO APPLIANCE RECYCLING	R	7,246.74
01	316491	09/24/2025	METRO WEST CONFERENCE	R	1,000.00
01	316492	09/24/2025	MINUTEMAN PRESS EDINA	R	197.44
01	316493	09/24/2025	MN DEPT OF LABOR AND INDUSTRY	R	725.00
01	316494	09/24/2025	NAPA AUTO PARTS	R	1,177.67
01	316495	09/24/2025	NEI ELECTRIC, INC.	R	355.00
01	316496	09/24/2025	NICKELL, TAYLOR	R	36.30
01	316497	09/24/2025	NORTH CENTRAL INTERNATIONAL, LLC	R	85.95
01	316498	09/24/2025	PAN O GOLD BAKING CO	R	1,250.95
01	316499	09/24/2025	PEDIATRIC HOME SERVICE	R	675.00
01	316500	09/24/2025	PIONEER MANUFACTURING COMPANY	R	1,620.00
01	316501	09/24/2025	PITNEY BOWES BANK PURCHASE POWER	R	2,400.00
01	316502	09/24/2025	PRINT, PAUL R	R	130.00
01	316503	09/24/2025	PROFESSIONAL WIRELESS COMMUNICATION	R	475.00
01	316504	09/24/2025	RAHJA MARK	R	130.00
01	316505	09/24/2025	RATHMANN NICHOLAS	R	130.00
01	316506	09/24/2025	RODRIGUEZ EMBROIDERY INC	R	144.00
01	316507	09/24/2025	SCHOOL SAVERS CORPORATION	R	9,165.90
01	316508	09/24/2025	SCHOOL SERVICE EMPLOYEES UNION	R	4,517.86
01	316509	09/24/2025	SHERWIN WILLIAMS CO	R	119.25
01	316510	09/24/2025	SOURCEWELL	R	13,365.00
01	316511	09/24/2025	TRIO SUPPLY COMPANY	R	4,061.09
01	316512	09/24/2025	TRISTATE BOBCAT INC	R	2,141.91
01	316513	09/24/2025	UNITED STATES TREASURER	R	200.00
01	316514	09/24/2025	UNIVERSITY LANGUAGE CENTER	R	206.07
01	316515	09/24/2025	UPPER LAKES FOODS	R	35,855.93
01	316516	09/24/2025	US TICKET, INC.	R	525.20
01	316517	09/24/2025	VETSCH TERRI	R	68.41
01	316518	09/24/2025	VISTA HIGHER LEARNING	R	433.65

01	316519	09/24/2025	VRIEZE PETE	R	130.00
01	316520	09/24/2025	WIESE USA, INC.	R	432.34
01	316521	09/24/2025	XCEL ENERGY	R	11,642.53
01	316522	09/24/2025	GUSTAVUS ADOLPHUS COLLEGE	R	2,000.00
01	316523	09/24/2025	NW HEALTH SCIENCES UNIVERSITY	R	2,000.00
01	316524	09/24/2025	UNIVERSITY OF MINNESOTA-TWIN CITIES	R	2,000.00
01	316525	09/24/2025	UNIVERSITY OF ST THOMAS	R	11,000.00
01	316526	09/25/2025	CASE UNVERZAGT	R	800.00
01	316527	09/25/2025	GREGG SAWYER	R	800.00
01	316528	09/25/2025	MELANIE AYLWARD	R	800.00
01	316529	09/25/2025	PROPIO LS, LLC	R	1,041.08

TOTAL CHECKS, SCHOLARSHIPS & EPAYS	**1,808,838.89**

SUPERINTENDENT'S REPORT AND AGENDA

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

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

Monday, October 6, 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 Monday, October 6, 2025 in the boardroom at the Richfield Public Schools District Office. Chair Carter called the regular board meeting to order at 7:02 p.m. with the following school board members in attendance: Banks Kupcho, Liss, Pollis and Spencer. Cole was present virtually due to travel obligations.

Administrators present were Superintendent Unowsky, Senior Executive Officer Clarkson and Senior Executive Officer Holje. Student representatives Tania Brackenridge and Vanessa Rosas Miguel were also present.

II. REVIEW AND APPROVAL OF THE AGENDA

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

III. INFORMATION AND PROPOSALS - NON-ACTION ITEMS

A. Superintendent Update
    1. Richfield Middle School Presentation
B. Commendations

IV. CONSENT AGENDA

A. Routine Matters
    1. Minutes of the Regular Meeting held September 15, 2025
    2. General Disbursements as of 9/25/25 in the Amount of $1,808,838.89
B. Personnel Items

Administration Full-Time Position for Employment
Heidi Savatdy – Director of Finance – Richfield District Office
Effective: 9/29/2025

Full-Time Certified Probationary Year 1 of 3
Olivia Better – Reading Teacher – Richfield High School
Effective: 11/10/2025

Full-Time Certified OFP Contract
Rosenda Gaz Ibarra – Elementary Education Teacher – Richfield Dual Language
Effective: 8/22/2025
Cora Peacha – Special Education Teacher – Richfield STEM
Effective: 8/22/2025

Full-Time Certified Resignation
Jennifer Behnke – Reading Teacher – Richfield High School
Effective: 11/7/2025
Years of Service: 4

Classified Full-Time Paraprofessional for Employment
Clara Lybeck - Special Education Paraprofessional – RDLS
Effective: 09/22/2025
James Paddock - Special Education Paraprofessional – Richfield STEM
Effective: 09/22/2025

Classified Part-Time Paraprofessional for Employment
Karissa Kelley - Managerial Paraprofessional – Centennial Elementary School
Effective: 09/17/2025

Classified Full-Time Facilities & Transportation for Employment
Dominic Liljenquist - Building Cleaner – Richfield High School
Effective: 09/15/2025

Classified Full-Time Food & Nutrition Service for Employment
Leticia Aguilar Valladares - Kitchen Assistant – Richfield STEM
Effective: 09/29/2025
Karla Coca Ramos - Kitchen Assistant – Richfield Middle School
Effective: 10/13/2025

Classified Full-Time Food & Nutrition Service Resignation
Nicole Bullock - Kitchen Assistant – Richfield Middle School
Effective: 10/3/2025
Years of Service: 3

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

V. OLD BUSINESS

A. Policy 715: Purchasing & Administrative Guideline 715.1 - second read

VI. NEW BUSINESS

A. Authorization for Board Member to Substitute/Be Employed on a Casual/Temporary Basis

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

B. Resolution Appointing Election Judges

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

C. Resolution of Support for School-Based Health Center Grant for 2025-2028

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

D. Resolution of Support for Reimagine Education Grant for Literacy Professional Development

Motion by Spencer, seconded by Liss, and unanimously carried, the board of education approved the resolution.

E. Resolution Supporting a Cooperative Sponsorship Agreement for Alpine Ski

Motion by Pollis, seconded by Banks Kupcho, and unanimously carried, the board of education approved the resolution.

F. Policy 201: Legal Status of the School Board - first read
G. Policy 106: Students and Employees with Communicable and Infectious Diseases - first read
H. Donations

Motion by Banks Kupcho, seconded by Pollis, 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

10-27-2025	7 p.m.	Regular Board Meeting - Public Comment
11-10-2025	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 Liss, and unanimously carried, the board of education moved into closed session at 7:57 p.m. Attending the closed session were Carter, Liss, Pollis and Spencer. Superintendent Unowsky, Senior Executive Officer Holje and Director of HR Axell were also present.

IX. REOPEN MEETING

Motion by Spencer, seconded by Liss, and unanimously carried, the board of education moved into open session at 8:15 p.m. with the following board members present: Carter, Liss, Pollis and Spencer. Superintendent Unowsky and Senior Executive Officer Holje were also present.

XII. ADJOURN REGULAR MEETING

Chair Carter adjourned the meeting at 8:17 p.m.

Checks, E-Pays, PCards & Scholarships
10/27/2025 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks	10/1/2025	394,941.20
	10/7/2025	2,637.25
	10/8/2025	89,572.14
	10/9/2025	839,870.10
	10/15/2025	404,087.81
	10/16/2025	61,050.23
P-Cards September 2025	10/4/2025	72,923.00
E-Pays	10/2/2025	5,448.85
	10/9/2025	478.33
Scholarships	10/9/2025	2,000.00
	10/15/2025	2,000.00
	10/16/2025	1,494.26

CHECK REGISTER BANK 05 TOTAL =	**1,876,503.17**

BREAKDOWN	
01-206-00	1,248,437.81
02-206-00	163,468.95
03-206-00	218,165.66
04-206-00	77,585.26
06-206-00	17,021.60
07-206-00	-
18-206-00	-
20-206-00	150,736.67
21-206-00	1,087.22
47-206-00	
BANK TOTAL =	**1,876,503.17**

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	316530	10/01/2025	ALL STATE COMMUNICATIONS LLC	R	1,240.00
01	316531	10/01/2025	BRAND FARMS	R	1,798.00
01	316532	10/01/2025	BSI MECHANICAL, INC.	R	177.50
01	316533	10/01/2025	BUILDING CONTROLS & SOLUTIONS	R	249.66
01	316534	10/01/2025	CINTAS CORPORATION NO 2	R	315.02
01	316535	10/01/2025	CITY OF RICHFIELD	R	1,545.07
01	316536	10/01/2025	CONTINENTAL RESEARCH CORP	R	697.16
01	316537	10/01/2025	CONSORTIUM ON REACHING EXCELL IN ED	R	9,600.00
01	316538	10/01/2025	FLASHLIGHT LEARNING, INC.	R	39,910.00
01	316539	10/01/2025	WW GRAINGER INC	R	901.76
01	316540	10/01/2025	GRAYBAR ELECTRIC CO	R	12.41
01	316541	10/01/2025	GROTH MUSIC COMPANY	R	151.85
01	316542	10/01/2025	HAWKINS INC	R	20.00
01	316543	10/01/2025	HILLYARD MINNEAPOLIS	R	11,723.12
01	316544	10/01/2025	INNOVATIVE OFFICE SOLUTIONS LLC	R	870.00
01	316545	10/01/2025	INSTITUTE FOR ENVIROMENTAL	R	522.00
01	316546	10/01/2025	INTERMEDIATE DISTRICT 287	R	727.87
01	316547	10/01/2025	ISD #271	R	94,644.66
01	316548	10/01/2025	KEMPS LLC	V	0.00
01	316549	10/01/2025	KEMPS LLC	V	0.00
01	316550	10/01/2025	KEMPS LLC	R	5,052.80
01	316551	10/01/2025	KINECT ENERGY INC	R	13,527.25
01	316552	10/01/2025	LEXIA LEARNING SYSTEMS LLC	R	1,485.00
01	316553	10/01/2025	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	3,734.13
01	316554	10/01/2025	MAGERS & QUINN BOOKSELLERS	R	5,505.70
01	316555	10/01/2025	MAXORPLUS, LTD	R	55,884.62
01	316556	10/01/2025	MCGRAW-HILL EDUCATION, INC.	R	5,514.71
01	316557	10/01/2025	METROPOLITAN MECHANICAL CONTRACTORS	R	11,479.76
01	316558	10/01/2025	MIDWEST BUS PARTS INC	R	134.98
01	316559	10/01/2025	MSHSL REGION 4AA	R	300.00
01	316560	10/01/2025	NAPA AUTO PARTS	R	491.64
01	316561	10/01/2025	NORTH CENTRAL INTERNATIONAL, LLC	R	1,837.20
01	316562	10/01/2025	ON SITE SANITATION	R	1,116.00
01	316563	10/01/2025	PAN O GOLD BAKING CO	R	471.80
01	316564	10/01/2025	PRIMEX WIRELESS INC	R	3,561.41
01	316565	10/01/2025	PROFESSIONAL WIRELESS COMMUNICATION	R	2,837.52
01	316566	10/01/2025	ROSEMOUNT SAW & TOOL	R	130.20
01	316567	10/01/2025	SCHUMACHER ELEVATOR COMPANY	R	510.00
01	316568	10/01/2025	SHERWIN WILLIAMS CO	R	77.65
01	316569	10/01/2025	STEVE WEISS MUSIC INC	R	4,058.95
01	316570	10/01/2025	STONE ARCH STUDIO LLC	R	400.00
01	316571	10/01/2025	TORTILLERIA LA PERLA	R	157.86
01	316572	10/01/2025	TRAVELERS CL REMIT CENTER	R	3,334.00
01	316573	10/01/2025	TREVIPAY	R	179.00
01	316574	10/01/2025	TRIO SUPPLY COMPANY	R	287.22
01	316575	10/01/2025	UNIVERSITY LANGUAGE CENTER	R	206.07
01	316576	10/01/2025	UPPER LAKES FOODS	R	36,357.94
01	316577	10/01/2025	VANESSA MERRY	R	315.00
01	316578	10/01/2025	VISTA HIGHER LEARNING	R	9,737.50
01	316579	10/01/2025	VSP INSURANCE CO. (CT)	R	3,529.35
01	316580	10/01/2025	XCEL ENERGY	R	57,619.86
01	V2600255	10/02/2025	MATTHEW ARNOLD	R	70.00
01	V2600256	10/02/2025	MICHELLE L AXELL	R	70.00
01	V2600257	10/02/2025	BRADLEY BADOUR	R	40.00
01	V2600258	10/02/2025	ERICA T BARLOW	R	70.00

01	V2600259	10/02/2025	NIKOLAS BAUZA	R	40.00
01	V2600260	10/02/2025	MARY L CLARKSON	R	70.00
01	V2600261	10/02/2025	AMY L COUGHLIN	R	33.25
01	V2600262	10/02/2025	PETER J FITZPATRICK	R	40.00
01	V2600263	10/02/2025	YVETTE GARCIA	R	70.00
01	V2600264	10/02/2025	EUNICE GARZA	R	22.39
01	V2600265	10/02/2025	RACHEL GENS	R	70.00
01	V2600266	10/02/2025	AREND J GEURINK	R	70.00
01	V2600267	10/02/2025	CHRISTINA M GONZALEZ	R	70.00
01	V2600268	10/02/2025	AMY E HAGER	R	70.00
01	V2600269	10/02/2025	KEVIN D HARRIS	R	40.00
01	V2600270	10/02/2025	MICHAEL G HARRIS	R	70.00
01	V2600271	10/02/2025	LANA HENDRICKS LEUNING	R	40.00
01	V2600272	10/02/2025	JONATHAN W HEYER	R	70.00
01	V2600273	10/02/2025	JAMES L HILL	R	40.00
01	V2600274	10/02/2025	JESSICA M HOFFMAN	R	40.00
01	V2600275	10/02/2025	CRAIG D HOLJE	R	70.00
01	V2600276	10/02/2025	CHRISTINE KEELEY	R	479.42
01	V2600277	10/02/2025	DANIEL E KRETSINGER	R	70.00
01	V2600278	10/02/2025	JENNIFER KRUEGER	R	70.00
01	V2600279	10/02/2025	ANOOP KUMAR	R	40.00
01	V2600280	10/02/2025	STEVEN J LEDUC	R	400.00
01	V2600281	10/02/2025	MIGUEL A LIMA	R	35.77
01	V2600282	10/02/2025	JOHN M LORENZINI	R	70.00
01	V2600283	10/02/2025	DAVANAND MAHADEO	R	40.00
01	V2600284	10/02/2025	COLLEEN M MAHONEY	R	70.00
01	V2600285	10/02/2025	MARTHA MALAGON AVILA	R	170.46
01	V2600286	10/02/2025	MICHAEL A MANNING	R	70.00
01	V2600287	10/02/2025	DANIEL P MCGINN	R	40.00
01	V2600288	10/02/2025	DOUG R MCMEEKIN	R	70.00
01	V2600289	10/02/2025	KENT D MEYER	R	70.00
01	V2600290	10/02/2025	JOSE ANTONIO MONTEJO MAGANA	R	23.18
01	V2600291	10/02/2025	KATRINA L MORGAN	R	40.00
01	V2600292	10/02/2025	ERIN H NEILON	R	154.94
01	V2600293	10/02/2025	STEPHANIE NICHOLS	R	45.00
01	V2600294	10/02/2025	ROBERT G OLSON	R	40.00
01	V2600295	10/02/2025	CHRISTOPHER A PETERSON	R	70.00
01	V2600296	10/02/2025	CASSANDRA QUAM	R	70.00
01	V2600297	10/02/2025	YONG HUA QUAN	R	175.00
01	V2600298	10/02/2025	LAURA RAMSBORG	R	70.00
01	V2600299	10/02/2025	RENEE C REED-KARSTENS	R	132.33
01	V2600300	10/02/2025	KATHIE REESE	R	175.00
01	V2600301	10/02/2025	HEIDI SAVATDY	R	70.00
01	V2600302	10/02/2025	CHRISTIAN SCHEMPP	R	40.00
01	V2600303	10/02/2025	AMY B SKARE-KLECKER	R	70.00
01	V2600304	10/02/2025	JUSTIN STEELE	R	70.00
01	V2600305	10/02/2025	STACY THEIEN-COLLINS	R	70.00
01	V2600306	10/02/2025	RICKY THOMPSON	R	40.00
01	V2600307	10/02/2025	VLADIMIR S TOLEDO	R	40.00
01	V2600308	10/02/2025	STEVEN P UNOWSKY	R	270.00
01	V2600309	10/02/2025	CARRIE A VALA	R	70.00
01	V2600310	10/02/2025	JENNIFER K SMITH	R	70.00
01	V2600311	10/02/2025	REBECCA S WALD	R	40.00
01	V2600312	10/02/2025	ALEXANDER WARD	R	70.00
01	V2600313	10/02/2025	MICHELLE R WHITESIDE	R	437.18
01	V2600314	10/02/2025	KASYA L WILLHITE	R	154.93

01	V2600315	10/02/2025	KELLY L WOODS	R	70.00
01	V2600322	10/04/2025	P-CARD BAIRD LISA	R	11,494.21
01	V2600323	10/04/2025	P-CARD BARLOW ERICA	R	5,036.19
01	V2600324	10/04/2025	P-CARD BLUMA, MEGAN BOLLIG	R	813.27
01	V2600325	10/04/2025	P-CARD BROWN MATTHEW	R	1,388.82
01	V2600326	10/04/2025	P-CARD BRUNNER PATTI	R	4,128.22
01	V2600327	10/04/2025	P-CARD CARUSO MATTHEW	R	1,323.11
01	V2600328	10/04/2025	P-CARD CRUZ ESTEVA JENNIFER	R	6,153.81
01	V2600329	10/04/2025	P-CARD EDWARDS NATHAN	R	261.35
01	V2600330	10/04/2025	P-CARD GARCIA YVETTE	R	2,840.49
01	V2600331	10/04/2025	P-CARD GEURINK AREND	R	516.70
01	V2600332	10/04/2025	P-CARD GONZALEZ CHRISTINA	R	1,576.50
01	V2600333	10/04/2025	P-CARD HUERTA-ANAYA ALICIA	R	4,959.23
01	V2600334	10/04/2025	P-CARD KRETSINGER DAN	R	171.08
01	V2600335	10/04/2025	P-CARD LEIKNES LISA	R	333.72
01	V2600336	10/04/2025	P-CARD LEWIS JENNIFER	R	1,100.91
01	V2600337	10/04/2025	P-CARD LUNDY MICHELLE	R	12,301.66
01	V2600338	10/04/2025	P-CARD MAHONEY COLLEEN	R	1,070.44
01	V2600339	10/04/2025	P-CARD MANNING MICHAEL	R	1,394.32
01	V2600340	10/04/2025	P-CARD MCCLENDON LAURA	R	919.91
01	V2600341	10/04/2025	P-CARD MCGINN DAN	R	388.81
01	V2600342	10/04/2025	P-CARD PETERSON CHRIS	R	1,916.79
01	V2600343	10/04/2025	P-CARD SACHER GRACE	R	3,807.60
01	V2600344	10/04/2025	P-CARD SETZER ALEXIS	R	109.85
01	V2600345	10/04/2025	P-CARD SKARE-KLECKER AMY	R	1,298.04
01	V2600346	10/04/2025	P-CARD SMITH JENNIFER	R	2,412.58
01	V2600347	10/04/2025	P-CARD VENTURA PEREZ RAMIRO	R	515.51
01	V2600348	10/04/2025	P-CARD WILLHITE KASYA	R	1,402.86
01	V2600349	10/04/2025	P-CARD WOODS KELLY	R	3,090.93
01	V2600350	10/04/2025	P-CARD YUNKER AUBREE	R	196.09
01	316581	10/07/2025	ANDREWS JOHN	R	87.00
01	316582	10/07/2025	AYLWARD, MICHAEL	R	28.43
01	316583	10/07/2025	BAKER, ROBERT	R	140.00
01	316584	10/07/2025	BECKMAN ALISON	R	52.63
01	316585	10/07/2025	BORCHERS WILLIAM S	R	87.00
01	316586	10/07/2025	BRAUN, JARED B	R	87.00
01	316587	10/07/2025	BURKSTRAND MICHAEL	R	52.63
01	316588	10/07/2025	CASEY COSTIGAN MARTIN	R	28.43
01	316589	10/07/2025	CRUNSTEDT ROBERT J	R	84.00
01	316590	10/07/2025	EXLEY BENJAMIN	R	87.00
01	316591	10/07/2025	FAMODU, BABATUNDE	R	140.00
01	316592	10/07/2025	GLASSON, GREGORY M	R	84.00
01	316593	10/07/2025	GRAHAM THOMAS	R	52.63
01	316594	10/07/2025	HOLICKY, LUCAS	R	92.00
01	316595	10/07/2025	HOLT JAMES B JR	R	92.00
01	316596	10/07/2025	HRYPA WILLIAM V	R	87.00
01	316597	10/07/2025	KARNAS MIKE	R	92.00
01	316598	10/07/2025	LARSON KEITH	R	73.68
01	316599	10/07/2025	MCMOORE, GREG	R	92.00
01	316600	10/07/2025	MOREY ANNE	R	28.43
01	316601	10/07/2025	MOREY, BECKETT E	R	52.63
01	316602	10/07/2025	OHARA MEGAN	R	28.43
01	316603	10/07/2025	RICKETTS, KATHLEEN	R	28.43
01	316604	10/07/2025	SCHLETTY JENNIE M	R	28.43
01	316605	10/07/2025	SCHLETTY, MARK	R	28.43
01	316606	10/07/2025	TASYA RIVERA MARTIN	R	28.43

01	316607	10/07/2025	US POWER BID	R	787.61
01	316608	10/07/2025	YNGRID VENTURA OLIVEIRA	R	87.00
01	316609	10/08/2025	ADVANCED COMMERCIAL KITCHENS	R	4,406.41
01	316610	10/08/2025	ALL STATE COMMUNICATIONS LLC	R	270.00
01	316611	10/08/2025	AVANT ASSESSMENT LLC	R	1,867.50
01	316612	10/08/2025	BCN TELECOM, INC TBS	R	933.32
01	316613	10/08/2025	BENILDE-ST.MARGARET	R	175.00
01	316614	10/08/2025	BRAND FARMS	R	1,798.00
01	316615	10/08/2025	CAPITAL ONE TRADE CREDIT	R	413.44
01	316616	10/08/2025	FASTEST LABS OF BLOOMINGTON	R	902.00
01	316617	10/08/2025	HERITAGE CRYSTAL CLEAN INC	R	252.73
01	316618	10/08/2025	HILLYARD MINNEAPOLIS	R	1,808.00
01	316619	10/08/2025	IDEAL ENERGIES SOLAR LEASE 2021,LLC	R	7,759.09
01	316620	10/08/2025	KEMPS LLC	V	0.00
01	316621	10/08/2025	KEMPS LLC	V	0.00
01	316622	10/08/2025	KEMPS LLC	R	4,634.40
01	316623	10/08/2025	LAJ CONSULTING, LLC	R	1,050.00
01	316624	10/08/2025	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	3,247.56
01	316625	10/08/2025	LOFFLER COMPANIES	R	513.89
01	316626	10/08/2025	MATRIX COMMUNICATIONS, INC	R	3,090.00
01	316627	10/08/2025	NORTH COUNTRY SERVICES, LLC	R	2,132.50
01	316628	10/08/2025	PAN O GOLD BAKING CO	R	494.76
01	316629	10/08/2025	SCHOOL SERVICE EMPLOYEES UNION	R	4,945.36
01	316630	10/08/2025	SHI INTERNATIONAL CO	R	12,250.00
01	316631	10/08/2025	SIMONE MITCHELL	R	100.00
01	316632	10/08/2025	STAR TRIBUNE	R	210.75
01	316633	10/08/2025	TRIO SUPPLY COMPANY	R	3,216.19
01	316634	10/08/2025	UPPER LAKES FOODS	R	32,216.15
01	316635	10/08/2025	VERIZON WIRELESS	R	360.09
01	316636	10/08/2025	WADE AITKEN-PALMER	R	525.00
01	316637	10/09/2025	ANDREWS JOHN	R	87.00
01	316638	10/09/2025	EKKAIA FAMILY	R	193.73
01	316639	10/09/2025	BIRCHBARK BOOKS, HERBS & NATIVE ART	R	10,413.06
01	316640	10/09/2025	BUREAU OF EDUCATION & RESEARCH	R	825.00
01	316641	10/09/2025	CDW GOVERNMENT INC	R	3,050.00
01	316642	10/09/2025	CENTURYLINK	R	49.05
01	316643	10/09/2025	CHUBB	R	367,740.60
01	316644	10/09/2025	CITY OF RICHFIELD	R	1,400.00
01	316645	10/09/2025	COMCAST BUSINESS	R	426.05
01	316646	10/09/2025	CUB FOODS	R	547.99
01	316647	10/09/2025	DICKS SANITATION SERVICE, INC (DSI)	R	8,128.35
01	316648	10/09/2025	DOLLIFF INC	R	52,575.87
01	316649	10/09/2025	DONALD BLACKHAWK	R	600.00
01	316650	10/09/2025	DOWNS, TYLER	R	92.00
01	316651	10/09/2025	ECM PUBLISHERS INC	R	138.75
01	316652	10/09/2025	ELLE OLSEN	R	237.28
01	316653	10/09/2025	FREDERICKSUN, AARON	R	174.00
01	316654	10/09/2025	WW GRAINGER INC	R	602.47
01	316655	10/09/2025	GROTH MUSIC COMPANY	R	813.28
01	316656	10/09/2025	HOLLY M HENNING	R	300.00
01	316657	10/09/2025	HOME DEPOT U.S.A.	R	1,472.99
01	316658	10/09/2025	HRYPA WILLIAM V	R	87.00
01	316659	10/09/2025	IMAGINE LEARNING LLC	R	61,240.00
01	316660	10/09/2025	IMPROVE YOUR TOMORROW, INC.	R	2,000.00
01	316661	10/09/2025	JAYME BAD WARRIOR	R	500.00
01	316662	10/09/2025	JERRY M DEARLY	R	500.00

01	316663	10/09/2025	JOSEPH BIGBEAR	R	600.00
01	316664	10/09/2025	KINECT ENERGY INC	R	558.00
01	316665	10/09/2025	LEXIA LEARNING SYSTEMS LLC	R	495.00
01	316666	10/09/2025	MAXORPLUS, LTD	R	47,052.44
01	316667	10/09/2025	METRO COMMUNITY ED DIRECTORS ASSN.	R	100.00
01	316668	10/09/2025	METROPOLITAN MECHANICAL CONTRACTORS	R	49,706.36
01	316669	10/09/2025	MINNETONKA PUBLIC SCHOOLS	R	3,384.00
01	316670	10/09/2025	MINUTEMAN PRESS EDINA	R	1,444.45
01	316671	10/09/2025	MINUTEMAN PRESS-BLOOMINGTON	R	180.96
01	316672	10/09/2025	MN STATE U, MANKATO	R	9,600.00
01	316673	10/09/2025	MRI SOFTWARE LLC	R	312.50
01	316674	10/09/2025	NAPA AUTO PARTS	R	59.96
01	316675	10/09/2025	NORTH CENTRAL INTERNATIONAL, LLC	R	798.52
01	316676	10/09/2025	ONEBRIDGE BENEFITS INC.	R	2,335.50
01	316677	10/09/2025	PAYDHEALTH	R	3,030.56
01	316678	10/09/2025	PEDIATRIC HOME SERVICE	R	1,818.75
01	316679	10/09/2025	PER MAR SECURITY SERVICES	R	11.00
01	316680	10/09/2025	PHOENIX SCHOOL COUNSELING	R	62,153.44
01	316681	10/09/2025	PITNEY BOWES INC	R	517.00
01	316682	10/09/2025	PREMIUM WATERS INC	R	39.00
01	316683	10/09/2025	PUBLIC EMPLOYEES RETIREMENT ASSOC	R	4,785.22
01	316684	10/09/2025	SCHMITT MUSIC	R	1,164.85
01	316685	10/09/2025	SERVPRO OF MINNETONKA	R	3,056.85
01	316686	10/09/2025	SFM	R	12,703.00
01	316687	10/09/2025	SHERWIN WILLIAMS CO	R	148.66
01	316688	10/09/2025	SQUIRES, WALDSPURGER & MACE, P.A.	R	12,406.84
01	316689	10/09/2025	STAIGER, PATRICK	R	92.00
01	316690	10/09/2025	THOMAS CAIN	R	600.00
01	316691	10/09/2025	TRUGREEN LIMITED PARTNERSHIP	R	8,855.00
01	316692	10/09/2025	UNIVERSITY OF MINNESOTA-TWIN CITIES	R	2,000.00
01	316693	10/09/2025	WESTERN SPECIALTY CONTRACTORS INC	R	97,137.00
01	316694	10/09/2025	XCEL ENERGY	R	54.77
01	316695	10/09/2025	ZACHERIAH RED BEAR	R	300.00
01	316696	10/09/2025	ZASTROW, JOHN C.	R	174.00
01	V2600316	10/09/2025	ELVIRA CRUZ MIRANDA	R	175.00
01	V2600317	10/09/2025	MELISSA M ROCCHIO	R	19.80
01	V2600318	10/09/2025	MICHELLE LUNDY	R	22.57
01	V2600319	10/09/2025	MICHAEL A MANNING	R	67.55
01	V2600320	10/09/2025	JOAN M TOMKINSON	R	175.00
01	V2600321	10/09/2025	MICHELLE R WHITESIDE	R	18.41
01	316697	10/15/2025	ALERUS RETIREMENT AND BENEFITS	R	852.60
01	316698	10/15/2025	ALL STATE COMMUNICATIONS LLC	R	1,065.00
01	316699	10/15/2025	ANDERSON, RYAN	R	130.00
01	316700	10/15/2025	AI TECHNOLOGIES LLC	R	240.00
01	316701	10/15/2025	ARVIG ENTERPRISES INC	R	1,207.90
01	316702	10/15/2025	ASPEN EQUIPMENT CO	R	2,299.68
01	316703	10/15/2025	AVIBEN	R	524.33
01	316704	10/15/2025	BATTERIES R US	R	3,855.29
01	316705	10/15/2025	BECKMAN ALISON	R	73.68
01	316706	10/15/2025	BRINK'S INCORPORATED	R	2,621.34
01	316707	10/15/2025	BSI MECHANICAL, INC.	R	362.50
01	316708	10/15/2025	BURKSTRAND MICHAEL	R	52.63
01	316709	10/15/2025	CASEY COSTIGAN MARTIN	R	28.43
01	316710	10/15/2025	CATALYST BUYING GROUP LLC	R	4,293.73
01	316711	10/15/2025	CDW GOVERNMENT INC	R	11,446.11
01	316712	10/15/2025	CEDAR SMALL ENGINE	R	63.49

01	316713	10/15/2025	CENTURYLINK	R	71.00
01	316714	10/15/2025	CINTAS CORPORATION NO 2	R	4,439.84
01	316715	10/15/2025	DIGITAL INSURANCE LLC	R	3,607.00
01	316716	10/15/2025	DYKSTRA, RYAN	R	130.00
01	316717	10/15/2025	ETTEL & FRANZ ROOFING CO	R	1,607.00
01	316718	10/15/2025	FINANGER PHILLIP J	R	136.82
01	316719	10/15/2025	FORD, DANIEL	R	130.00
01	316720	10/15/2025	FROGNER, JASON	R	28.43
01	316721	10/15/2025	GONZALEZ JOSUE	R	47.36
01	316722	10/15/2025	GRAHAM THOMAS	R	52.63
01	316723	10/15/2025	WW GRAINGER INC	R	1,516.81
01	316724	10/15/2025	GRAMMARLY, INC.	R	4,320.00
01	316725	10/15/2025	HILLYARD MINNEAPOLIS	R	8,244.45
01	316726	10/15/2025	HOGAN ASSESSMENT SYSTEMS INC	R	1,230.00
01	316727	10/15/2025	HOPE CHURCH	R	15,910.11
01	316728	10/15/2025	HOWERTON, CHRISTOPHER L	R	92.00
01	316729	10/15/2025	ICS CONSULTING, LLC - 138006	R	15,000.00
01	316730	10/15/2025	IIX INSURANCE INFORMATION EXCHANGE	R	49.65
01	316731	10/15/2025	INNOVATIVE OFFICE SOLUTIONS LLC	R	99.48
01	316732	10/15/2025	KAJEET, INC.	R	4,938.16
01	316733	10/15/2025	KRIPPUER, BENJAMIN J	R	28.43
01	316734	10/15/2025	LB CARLSON LLP	R	12,800.00
01	316735	10/15/2025	LEROY'S GREAT BEAR	R	33.99
01	316736	10/15/2025	MAXORPLUS, LTD	R	42,458.72
01	316737	10/15/2025	MCDONOUGH'S SEWER SERVICES, INC.	R	168.40
01	316738	10/15/2025	MEDSOURCE SALES LLC	R	2,382.95
01	316739	10/15/2025	MENDELBLATT SCOTT	R	75.81
01	316740	10/15/2025	MIDWEST BUS PARTS INC	R	456.71
01	316741	10/15/2025	MILES SARA	R	136.82
01	316742	10/15/2025	MOREY, BECKETT E	R	52.63
01	316743	10/15/2025	MULTILINGUAL WORD INC	R	231.50
01	316744	10/15/2025	NOKOMIS SHOE SHOP	R	119.95
01	316745	10/15/2025	NORTH CENTRAL BUS	R	217.24
01	316746	10/15/2025	NORTH CENTRAL INTERNATIONAL, LLC	R	6,401.23
01	316747	10/15/2025	OHARA MEGAN	R	28.43
01	316748	10/15/2025	OKEY CHRIS	R	126.30
01	316749	10/15/2025	OLSON ANDREA JADE	R	28.43
01	316750	10/15/2025	OLSON EMILY K	R	165.00
01	316751	10/15/2025	OWENS SEDRIC	R	18.90
01	316752	10/15/2025	PARENTSQUARE INC.	R	20,850.15
01	316753	10/15/2025	PERRY, CADENCE J	R	18.95
01	316754	10/15/2025	PLUNKETT'S /VARMENT GUARD	R	1,111.09
01	316755	10/15/2025	POELLINGER, DAWN	R	84.00
01	316756	10/15/2025	READ NATURALLY	R	780.00
01	316757	10/15/2025	RICHARD, PHILLIP G	R	130.00
01	316758	10/15/2025	RICKETTS, KATHLEEN	R	28.43
01	316759	10/15/2025	RINGCENTERAL, INC.	R	6,830.97
01	316760	10/15/2025	SCHLETTY JENNIE M	R	28.43
01	316761	10/15/2025	SCHLETTY, MARK	R	28.43
01	316762	10/15/2025	SHERWIN WILLIAMS CO	R	129.18
01	316763	10/15/2025	SIMONS, CALIE	R	18.95
01	316764	10/15/2025	TASYA RIVERA MARTIN	R	28.43
01	316765	10/15/2025	THUROW STEPHANIE J	R	225.00
01	316766	10/15/2025	TOLL COMPANY	R	13.20
01	316767	10/15/2025	TRISTATE BOBCAT INC	R	2,500.00
01	316768	10/15/2025	TRUE NORTH WATER TREATMENT	R	9,197.75

01	316769	10/15/2025	TWIN CITY TRANSPORTATION	R	199,205.09
01	316770	10/15/2025	UNITED HEALTHCARE/AARP MEDICARE RX	R	92.20
01	316771	10/15/2025	UNITED HEARTHCARE /AARP MEDICARE RX	R	92.20
01	316772	10/15/2025	UNITEDHEALTHCARE	R	655.91
01	316773	10/15/2025	UNIVERSITY OF MINNESOTA-TWIN CITIES	R	2,000.00
01	316774	10/15/2025	URBANZ, STACEY G	R	28.43
01	316775	10/15/2025	VETSCH TERRI	R	68.41
01	316776	10/15/2025	VOELKER, JEREMY	R	84.00
01	316777	10/15/2025	WAWRZYNIAK, SCOTT J	R	130.00
01	316778	10/15/2025	ALLSTATE PETERBILT OF S ST PAUL	R	338.99
01	316779	10/15/2025	WOLD ARCHITECTS AND ENGINEERS	R	2,021.60
01	316780	10/15/2025	WORLD FUEL SERVICES, INC.	R	1,543.64
01	316781	10/15/2025	ZACK'S INC.	R	1,125.49
01	316782	10/16/2025	ADVANCED COMMERCIAL KITCHENS	R	7,077.50
01	316783	10/16/2025	ANTHOLOGIE, LLC	R	400.00
01	316784	10/16/2025	BCBS OF MINNESOTA & BLUE PLUS	R	9,180.00
01	316785	10/16/2025	BRAND FARMS	R	586.00
01	316786	10/16/2025	HOYO, SBC	R	2,040.00
01	316787	10/16/2025	INTERMEDIATE DISTRICT 287	R	350.05
01	316788	10/16/2025	KEMPS LLC	V	0.00
01	316789	10/16/2025	KEMPS LLC	R	4,575.20
01	316790	10/16/2025	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	4,677.17
01	316791	10/16/2025	MASBO	R	135.00
01	316792	10/16/2025	PAN O GOLD BAKING CO	R	682.07
01	316793	10/16/2025	TRIO SUPPLY COMPANY	R	775.03
01	316794	10/16/2025	UPPER LAKES FOODS	V	0.00
01	316795	10/16/2025	UPPER LAKES FOODS	R	30,572.21
01	V2600351	10/16/2025	LETICIA AGUILAR VALLADARES	R	159.14
01	V2600352	10/16/2025	ELEANOR CARR	R	103.72
01	V2600353	10/16/2025	KRISTI A DINGMAN	R	22.82
01	V2600354	10/16/2025	JESSICA M HOFFMAN	R	73.64
01	V2600355	10/16/2025	JENNIFER KRUEGER	R	103.40
01	V2600356	10/16/2025	MAIA M MACK	R	443.08
01	V2600357	10/16/2025	ERIN H NEILON	R	86.66
01	V2600358	10/16/2025	RENEE C REED-KARSTENS	R	49.70
01	V2600359	10/16/2025	ANGELICA ROSSANO NAVARRETE	R	162.30
01	V2600360	10/16/2025	JACQUELINE SANCHEZ VIDAL	R	24.22
01	V2600361	10/16/2025	THOMAS SONG	R	265.58

TOTAL CHECK, EPAYS, PCARDS & SCHOLARSHIP REGISTER	**1,876,503.17**

REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

RICHFIELD | September 30, 2025

REVENUE CATEGORIES	June 30, 2024	June 30, 2025	Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	September 30, 2024	September 30, 2023
							September 30, 2025	September 30, 2024	September 30, 2023			
STATE	55,361,384	60,011,777	61,588,365	61,162,657	11,940,872	49,647,493	19.39%	20.22%	14.90%	**(191,463)**	12,132,335	8,249,560
FEDERAL	5,360,512	2,517,153	2,352,958	2,919,977	517,898	1,835,060	22.01%	-49.92%	-9.74%	**1,774,417**	(1,256,519)	(522,066)
PROPERTY TAXES	18,257,792	22,312,647	23,701,323	11,649,681	(41,024)	23,742,347	-0.17%	50.89%	52.53%	**(11,396,935)**	11,355,911	9,590,392
LOCAL SALES, INS RECOVERY & JUDGEMENTS	84,206	42,064	66,000	65,324	9,450	56,550	14.32%	4.80%	21.08%	**7,430**	2,020	17,750
LOCAL (FEES, INTEREST, ETC.)	2,943,714	2,727,806	1,998,740	1,512,774	(175,137)	2,173,877	-8.76%	12.47%	12.83%	**(515,402)**	340,265	377,675
TOTALS	**82,007,607**	**87,611,447**	89,707,386	**77,310,414**	**12,252,058**	**77,455,328**	**13.66%**	**25.77%**	**21.60%**	**(10,321,953)**	**22,574,012**	**17,713,311**

EXPENDITURES (OBJECT SERIES)	June 30, 2024	June 30, 2025	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	September 30, 2024	September 30, 2023
							September 30, 2025	September 30, 2024	September 30, 2023			
SALARIES & WAGES	44,519,026	46,708,618	49,710,378	49,864,563	5,847,508	43,862,870	11.76%	12.33%	11.86%	**90,456**	5,757,051	5,278,826
EMPLOYEE BENEFITS	15,376,730	16,379,576	18,032,059	18,029,203	2,763,913	15,268,146	15.33%	16.52%	14.74%	**58,583**	2,705,330	2,267,117
PURCHASED SERVICES	13,172,577	13,727,778	14,912,975	14,979,203	1,711,031	13,201,944	11.47%	15.96%	7.71%	**(479,315)**	2,190,346	1,015,819
SUPPLIES	3,838,248	3,972,206	4,709,120	4,248,501	1,538,513	3,170,607	32.67%	45.96%	41.05%	**(287,210)**	1,825,724	1,575,750
EQUIPMENT	3,488,077	2,735,644	2,969,042	2,940,929	1,252,280	1,716,762	42.18%	40.03%	59.95%	**157,101**	1,095,179	2,091,270
OTHER EXPENDITURES	406,103	218,110	493,211	506,902	142,074	351,137	28.81%	47.89%	24.71%	**37,630**	104,445	100,367
OTHER FINANCING USES	0	14,664	0	0	0	0	0.00%	0.00%	0.00%	**0**	0	0
TOTALS	**80,800,761**	**83,756,596**	90,826,785	**90,569,301**	**13,255,320**	**77,571,465**	**14.59%**	**16.33%**	**15.26%**	**(422,756)**	**13,678,076**	**12,329,148**

EXPENDITURES (PROGRAM SERIES)	June 30, 2024	June 30, 2025	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	September 30, 2024	September 30, 2023
							September 30, 2025	September 30, 2024	September 30, 2023			
SITE ADMINISTRATION	2,063,549	2,406,205	2,449,158	2,481,036	566,500	1,882,658	23.13%	28.14%	24.95%	**(110,719)**	677,219	514,758
DISTRICT ADMINISTRATION	2,281,758	2,325,578	2,203,518	2,064,071	419,869	1,783,649	19.05%	18.30%	17.23%	**(5,643)**	425,512	393,226
SUPPORT SERVICES	3,265,363	3,297,856	3,341,274	3,557,201	1,207,122	2,134,152	36.13%	33.12%	33.58%	**114,955**	1,092,167	1,096,407
REGULAR INSTRUCTION	31,337,342	30,936,322	35,358,932	34,637,354	3,643,108	31,715,824	10.30%	11.84%	10.47%	**(20,072)**	3,663,181	3,281,071
EXTRA-CURRICULAR ACTIVITES	1,043,990	1,059,867	1,261,995	1,222,958	190,964	1,071,031	15.13%	15.48%	13.43%	**26,845**	164,119	140,213
VOCATIONAL INSTRUCTION	839,648	1,116,388	1,120,218	1,105,051	101,890	1,018,328	9.10%	8.28%	5.17%	**9,479**	92,411	43,447
SPECIAL EDUCATION	15,690,800	17,292,797	18,653,340	18,878,335	2,059,775	16,593,565	11.04%	10.52%	8.78%	**239,859**	1,819,916	1,378,240
INSTRUCTIONAL SUPPORT	5,557,740	5,166,291	4,754,429	5,030,361	1,923,903	2,830,526	40.47%	35.45%	45.71%	**92,238**	1,831,665	2,540,565
PUPIL SUPPORT SERVICES	11,410,630	12,494,295	13,618,028	13,305,669	997,824	12,620,204	7.33%	8.38%	7.17%	**(49,050)**	1,046,874	817,789
FACILITIES	6,795,129	7,064,938	7,460,893	7,726,379	2,055,657	5,405,236	27.55%	33.92%	30.45%	**(341,021)**	2,396,678	2,068,986
OTHER FINANCING USES	514,812	596,059	605,000	560,887	88,708	516,292	14.66%	78.57%	10.58%	**(379,628)**	468,336	54,445
TOTALS	**80,800,761**	**83,756,596**	90,826,785	**90,569,301**	**13,255,320**	**77,571,465**	**14.59%**	**16.33%**	**15.26%**	**(422,756)**	**13,678,076**	**12,329,148**

REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

RICHFIELD | September 30, 2025

ACTIVITY - OTHER FUNDS

REVENUE	June 30, 2024	June 30, 2025	Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received (Sept 30, 2025)	% of Actuals Received (Sept 30, 2024)	% of Actuals Received (Sept 30, 2023)	Current YTD vs. PYTD	September 30, 2024	September 30, 2023
FOOD SERVICE	3,949,403	3,752,580	4,137,500	4,645,726	615,263	3,522,237	14.87%	3.10%	2.47%	**499,004**	116,259	97,524
COMMUNITY EDUCATION	2,322,904	2,083,163	2,117,098	2,006,332	489,402	1,627,696	23.12%	31.12%	30.98%	**(158,789)**	648,191	719,586
CONSTRUCTION	2,767,467	199,707	60,000	93,594	0	60,000	0.00%	22.73%	1.38%	**(45,386)**	45,386	38,138
DEBT SERVICE	8,086,343	7,638,767	8,070,932	3,925,045	0	8,070,932	0.00%	50.67%	54.78%	**(3,870,431)**	3,870,431	4,429,882
CUSTODIAL	30,570	7,826	22,000	18,872	875	21,125	3.98%	62.08%	10.14%	**(3,984)**	4,859	3,101
INTERNAL SERVICE	8,636,077	8,766,512	9,453,905	8,455,910	729,978	8,723,927	7.72%	25.11%	26.98%	**(1,471,439)**	2,201,417	2,330,309
OPEB IRREVOCABLE TRUST	364,778	330,000	200,000	(47,369)	(236,594)	436,594	-118.30%	-58.58%	14.00%	**(43,271)**	(193,323)	51,052
OPEB DEBT SERVICE	2,013,317	1,990,937	2,056,109	991,689	0	2,056,109	0.00%	51.71%	55.90%	**(1,029,574)**	1,029,574	1,125,482
TOTALS	**28,170,859**	**24,769,492**	26,117,544	**20,089,799**	**1,598,924**	**24,518,620**	**6.12%**	**31.18%**	**31.22%**	**(6,123,868)**	**7,722,792**	**8,795,075**

EXPENDITURES	June 30, 2024	June 30, 2025	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended (Sept 30, 2025)	% of Actuals Expended (Sept 30, 2024)	% of Actuals Expended (Sept 30, 2023)	Current YTD vs. PYTD	September 30, 2024	September 30, 2023
FOOD SERVICE	3,729,581	3,918,120	4,049,569	4,037,986	534,030	3,515,539	13.19%	12.50%	13.11%	44,221	489,809	488,847
COMMUNITY EDUCATION	2,258,815	2,046,680	2,248,704	2,179,325	337,883	1,910,821	15.03%	19.24%	20.05%	(55,907)	393,790	452,907
CONSTRUCTION	1,834,310	1,886,621	1,650,000	2,581,850	1,600,463	49,537	97.00%	9.16%	4.06%	1,427,654	172,809	74,411
DEBT SERVICE	7,949,447	7,779,254	7,992,688	7,996,837	2,269,119	5,723,569	28.39%	29.18%	29.61%	(938)	2,270,056	2,353,850
CUSTODIAL	9,075	10,537	22,000	12,554	9,048	12,952	41.13%	99.65%	99.18%	(1,452)	10,500	9,000
INTERNAL SERVICE	7,249,696	9,172,108	9,446,607	8,214,126	1,134,735	8,311,872	12.01%	17.27%	32.66%	(449,704)	1,584,439	2,367,895
OPEB IRREVOCABLE TRUST	476,577	325,682	490,000	490,000	0	490,000	0.00%	0.00%	0.00%	0	0	0
OPEB DEBT SERVICE	2,025,100	2,022,175	2,022,275	2,022,275	68,875	1,953,400	3.41%	4.76%	6.05%	(27,450)	96,325	122,550
TOTALS	**25,532,600**	**27,161,177**	27,921,843	**27,534,954**	**5,954,153**	**21,967,690**	**21.32%**	**18.47%**	**22.99%**	936,425	**5,017,728**	**5,869,461**

SUMMARY - ALL FUNDS

SUMMARY	June 30, 2024	June 30, 2025	Adopted Budget	Projected End Of Year	YTD	Budget Remaining	% of Budget Expended (Sept 30, 2025)	% of Actuals Expended (Sept 30, 2024)	% of Actuals Expended (Sept 30, 2023)	Current YTD vs. PYTD	September 30, 2024	September 30, 2023
REVENUE	110,178,467	112,380,940	115,824,930	97,400,212	13,850,982	101,973,948	11.96%	26.96%	24.06%	(16,445,822)	30,296,804	26,508,385
EXPENDITURES	106,333,361	110,917,773	118,748,628	118,104,255	19,209,472	99,539,156	16.18%	16.86%	17.11%	513,669	18,695,803	18,198,609
SPENDING VARIANCE	3,845,105	1,463,166	(2,923,698)	(20,704,043)	(5,358,490)	N/A	N/A	N/A	N/A	(16,959,491)	11,601,001	8,309,777

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting October 27, 2025

Subject: PERSONNEL ITEMS

(Recommended by the superintendent)

That the board of education approve the following personnel items:

Classified Management Temporary Position for Employment
Laura Otterness – Digital Communication Specialist – Richfield District Office
Effective: 10/13/2025 – 06/30/2026

Full Time Certified Resignation
Jennifer Behnke – Reading Teacher – Richfield High School
Effective: 11/4/2025
Years of Service: 4
Change in effective date from October 6, 2025 board approved personnel items.

Classified Full-Time Paraprofessional for Employment
SeAna Mack - Special Education Paraprofessional – Richfield Middle School
Effective: 10/13/2025

Classified Part-Time Paraprofessional for Employment
Ingrid Rodriguez Muniz - Managerial Paraprofessional – Richfield STEM
Effective: 10/13/2025

Classified Full-Time Food & Nutrition Service Retirement
Karin Gaertner - Production Cook – Richfield STEM
Effective: 11/21/2025
Years of Service: 12

Classified Full-Time Paraprofessional Resignation
Milehixy Carrasquero - Special Education – Richfield Dual Language School
Effective: 10/24/2025
Years of Service: 2

Classified Full-Time Paraprofessional Resignation
Kyle Hughes - Campus Supervisor – Richfield Middle School
Effective: 11/5/2025

Classified Full-Time Outreach Worker Resignation

Analy Hernandez Xochipiltecalt - Bilingual Outreach Worker – Centennial Elementary
Effective: 11/4/2025
Years of Service: 5

CONSENT AGENDA - FOR ACTION **Agenda Item IV.C.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Assurance of Compliance with State and Federal Law Prohibiting Discrimination

(Recommended by the superintendent)

That the board of education approve the Assurance of Compliance with State and Federal Law Prohibiting Discrimination 2025-2026 form to be submitted to the Minnesota Department of Education.

Background Information

(Prepared by Cassandra Quam and Craig Holje)

Pursuant to Minnesota Statutes, section 127A.42, subd. 3, each school board must annually submit to the commissioner of education a statement of compliance with state and federal laws prohibiting discrimination and providing the designated supporting information to assure that statement prior to November 15.

Attached:
Assurance of Compliance with State and Federal Law Prohibiting Discrimination 2025-2026 Form

DEPARTMENT OF EDUCATION

Contact Us

Kellie Brady

E-mail:
mde.assurance.compliance.MDE@state.mn.us

Phone: 651-582-8793

Address:
400 NE Stinson Blvd., Minneapolis, MN 55413

Assurance of Compliance

0280-01 Richfield Public School District
-INFORMATION NEEDED TO EVIDENCE COMPLIANCE-
School Year: 25-26

* - indicates required fields.

Coordinator Identification Information

	Human Rights Coordinator	Title IX Coordinator	504 Coordinator
Name*	Craig Holje	Craig Holje	Mary Clarkson
Telephone Number*	612-798-6031	612-798-6031	612-798-6041
Fax Number*	612-798-6057	612-798-6057	612-798-6057
E-Mail Address*	craig.holje@rpsmn.org	craig.holje@rpsmn.org	mary.clarkson@rpsmn.or

Mandated Reporter Training

Minnesota Chapter 260E.30, Subd. 2(b). Districts must inform all mandated reporters of the duties.

Date of Verification *

☑ * I verify that all mandated reporters employed by or otherwise associated with any school in this district have been informed of mandated reporting requirements and of the prohibition of retaliation against anyone reporting maltreatment. — 10/08/2025

As part of the Minnesota Department of Education's data collection for the Minnesota Olmstead Plan related to the topic area Prevent Abuse and please provide the following information;

Total number of school district employees who have received mandated reporter training as of verification date? 683

Number of licensed staff? 382

Number of unlicensed staff? 301

*This information is requested to assist in the prevention of abuse and neglect of students with disabilities through increased awareness and educ all school personnel and their duties associated with mandated reporting requirements.

Document Submittal Verification

Does MDE have current and accurate copies of the following documents?
Please submit updated policy if revised since Last Submitted Date.

Document	Last Submitted Date	Upload Document*
Harassment and Violence policy	10/09/2024	**Select Upload Document:** Choose File No file chosen

District Compliance Requirements Checklist

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), i installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date.

The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting informatio by Minnesota Statute, section 127A.42, subd. 3 and agreements made in this assurance. This assurance is binding on the district and the persons who are authorized to submit information on behalf of the district.

Check all statements in which the district has complied with the state and federal requirements prohibiting discrimination.

Federal Laws:

☑ * Title VI of the Civil Rights Act of 1964 (42 USC 2000d, et. seq.; 34 C.F.R. Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.

☑ * Title VII of the Civil Rights Act of 1964 (42 USC 2000e, et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.

☑ * Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) (42 USC § 2000e(k)).

☑ * Title IX of the Education Amendments of 1972 (20 USC § 1681; 34 C.F.R. Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.

☑ * The Age Discrimination in Employment Act of 1967 (29 USC § 621; 42 USC § 6101; 29 C.F.R. Part 621), which prohibits discrimination on the basis of age (over 40 years).

☑ * Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. part 104) prohibiting discrimination on the basis of disability.

☑ * The American with Disabilities Act (42 USC § 12101, et seq.), also prohibiting discrimination on the basis of disability.

☑ * Denial of Equal Educational Opportunity Prohibited (20 USC § 1703).

☑ * The Fair Housing Act (42 USC § 3601 et seq.; 24 C.F.R. part 100).

☑ * The Age Discrimination Act of 1975 (42 USC § 6101 and 6102; 34 C.F.R. part 110).

☑ * Prohibition of Discrimination Based on Blindness (20 USC § 1684).

State Laws:

☑ * The Minnesota Human Rights Act (Minn. Stat. § 363A), which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.

☑ * Minnesota Statues, section 121A.031, which requires school districts to have a written policy to prevent and to prohibit student bullying.

☑ * Minnesota Statutes, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.

☑ * Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.

☑ * Minnesota Rules, part 3500.0550, relating to the Inclusive Educational Program Plan.

☑ * Minnesota Rules, Chapter 3535.0100-.0180; 3535.2300-.2800; 3535.3000-.3700, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.

By clicking "Submit" you are affirming that these laws are available in each building in the district, that the information that you have provided is accurate, and that you have the authority to submit this assurance on behalf of the district. Clicking "Cancel" will clear data entered.

NOTE: When data entry is complete, click "Submit" to send data to The Minnesota Department of Education.

Submit Cancel

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Harassment Prohibition

(Recommended by the superintendent)

Passage upon a third read of Policy 103: Harassment Prohibition and Administrative Guideline 103.2. This policy prohibits any form of harassment or violence on the basis of a protected class. It also details the process by which the District will investigate and take action on any complaints of harassment.

The policy and guideline have been reviewed by the Student Support Services Department and the Safe & Supportive Schools Committees, and suggested changes are included. The redlines in Guideline 103.2 reflect new changes made since the board meeting on September 15.

Once the board approves the revised policy and guidelines, the new version of the reporting form will be rolled out for use in schools, and a districtwide communication will be sent.

Attachments:
Policy 103: Harassment Prohibition - redlined
Administrative Guideline 103.2 - redlined
MSBA Model Policy 413: Harassment and Violence

RICHFIELD PUBLIC SCHOOLS

HARASSMENT PROHIBITION POLICY

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, disability, or any class protected under the law.

II. GENERAL STATEMENT OF POLICY

A. Richfield Public Schools prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, disability, or any other class protected under the law.

B. A violation of this policy occurs when any student, teacher, administrator, or other District personnel harasses or inflicts, threatens to inflict, or attempts to inflict violence upon a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, District personnel includes: school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.)

C. The District will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, disability, or any class protected under the law, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of imminent bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, and nonverbal behavior such as graphic and written statements, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, disability, or any class protected under the law when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

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

D. Protected Classifications; Definitions

1. "Disability": "A person with a disability" is any person who:

a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;

b. has a record of such an impairment; or

c. is regarded as having such an impairment~~.~~; or

d. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

2. "Familial status" means the condition of one or more minors having legal status or custody with:

a. the minor's parent or parents or the minor's legal guardian or guardians; or

b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians.

Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions.

The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Gender identity or expression" includes the manner in which an individual expresses their gender and an individual's sense of being male, female, or otherwise on a continuum of gender.

4. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

5. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

6. "Sex" includes, but is not limited to, gender assigned at birth, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

7. "Sexual orientation" means ~~having or being~~to whom someone is, or is perceived of as being, ~~as having an~~ emotionally, physically, or sexually attracted, based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities. ~~attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment~~ "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

8. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Racial Harassment/Violence; Definition

1. Race-based harassment is intimidation or abusive behavior towards a student or employee based on perceived or actual race, color, creed or national origin that creates a hostile environment by interfering with or denying a student or employee's participation in or receipt of benefits, services, or opportunities in the schools' programs or employment.

2. Racial violence is a physical act or aggression or force, or threat thereof which is directed toward a student or employee based upon their perceived or actual race, color, creed, or national origin

F. Religious Harassment/Violence; Definition

1. Religion-based harassment is intimidation or abusive behavior toward a student or employee based on perceived or actual religious belief that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the schools' programs.

2. Religious violence is the threat of or an actual physical act of aggression or force which is directed toward a student or employee based upon their perceived or actual religion.

G. Sexual Harassment; Definition

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

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

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

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

2. Sexual harassment may include, but is not limited to:

   a. unwelcome verbal harassment or abuse;

   b. unwelcome pressure for sexual activity;

   c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;

   d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

   e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

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

H. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

   a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

   b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

   c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

I. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, disability, or any class protected under the law.

IV. REPORTING PROCEDURES

A. Any person who believes they have been the victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, disability, or any other protected class, by a student, teacher, administrator, or other District personnel, or any person (e.g., witness, parent, colleague) with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel should report the alleged acts immediately to an appropriate school district official designated by this policy.

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

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer, to the District's Title IX coordinator, or to the superintendent. The District has a Title IX policy and grievance procedure, and nothing in this policy shall prevent any person from reporting sexual harassment or violence in the manner specified by Policy 115: Title IX.

D. In Each School Building.– The building principal, the principal's designee, or the building/program supervisor (hereinafter Building Report Taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building/program level.- Any adult District personnel who receives a report of harassment or violence prohibited by this policy shall inform the Building Report Taker immediately. If the complaint involves the Building Report Taker, the complaint shall be made or filed directly with the superintendent or the District human rights officer by the reporting party or complainant. District personnel who

fail to inform the Building Report Taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.

E. Upon receipt of a report, the Building Report Taker must notify the District human rights officer immediately, without screening or investigating the report.— If the complaint only involves students, the Building Report Taker is designated to review the complaint, initiate the investigation and notify the District human rights officer if the complaint includes allegations of sexual harassment or other potentially criminal allegations. –The Building Report Taker may request, but may not insist upon, a written complaint. –A written statement of the facts alleged will be forwarded as soon as practicable by the Building Report Taker to the human rights officer. If the report was given verbally, the Building Report Taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. –Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the Building Report Taker.

F. In the District. –The school board hereby designates Craig Holje, ~~Chief Human Resources and Administrative~~Senior Executive Officer, as the District human rights officer to receive reports or complaints of harassment or violence prohibited by this policy. The District human rights officer also serves as the District Title IX coordinator, and it is ultimately the responsibility of this individual to determine whether any allegations of sexual harassment fall under the purview of Policy 115: Title IX or under this policy and to proceed according to the correct policy. If the complaint involves the human rights officer, the complaint shall be filed directly with the superintendent, and the superintendent shall then assume that responsibility. The District shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

G. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited. Knowingly false accusations or reports of violence or harassment against another person are prohibited.

H. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. –The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. INVESTIGATION

A. By authority of the District, the human rights officer or Building Report Taker as appropriate, upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall immediately undertake or authorize any investigation that may be required to understand the facts of the situation. The investigation may be conducted by District officials or by a third party designated by the District.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent and necessary by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the District may take immediate steps, at its discretion, to protect the complainant, students, teachers, administrators, or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The investigation will be completed as soon as practicable. The District human rights officer or Building Report Taker shall make a written report to the superintendent upon completion of a formal investigation involving an employee or any complaint that involves criminal allegations. The report for any complaint involving students will be documented appropriately in the student information system. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. If no formal investigation was authorized by the human rights officer, they will ensure appropriate follow-up with the employee(s) or student(s) or other parties involved.

VI. SCHOOL DISTRICT ACTION

A. Upon completion of the investigation, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. District action taken for violation of this

policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

B. If requested, the result of the District's investigation of each complaint filed under these procedures will be reported orally or in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The District will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any person who makes a good faith report of alleged harassment or violence prohibited by this policy or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 260E may be applicable.

B. Nothing in this policy will prohibit the District from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted in each school building in areas accessible to students and staff members. It will be available on the District website.

B. This policy shall be given to or access provided to the website containing the policy for each District employee and independent contractor at the time of entering into the person's employment contract.

C. This policy shall appear in the student handbook.

D. The District will develop a method of discussing this policy with students and employees.

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

F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References:

Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 260E (Reporting of Maltreatment of Minors)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act")
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

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Cross References:

Policy 102 ~~(~~: Equal Educational Opportunity~~)~~
Policy 113 ~~(~~: Bullying Prohibition Policy~~)~~
Policy 108 ~~(~~: Hazing Prohibition~~)~~
Policy 115 ~~(~~: Title IX~~)~~
Policy 111 ~~(~~: Weapons on School Premises~~)~~
Policy 402 ~~(~~: Equal Employment Opportunity~~)~~
Policy 403 ~~(~~: Disability Nondiscrimination~~)~~
Policy 409 ~~(~~: Mandated Reporting of Child Neglect or Physical or Sexual Abuse~~)~~
Policy 410 ~~(~~: Mandated Reporting of Maltreatment of Vulnerable Adults~~)~~
Policy 412 ~~(~~: Public and Private Personnel Data~~)~~
Policy 505 ~~(~~: Student Disability Nondiscrimination~~)~~
Policy 506 ~~(~~: Student Sex Nondiscrimination~~)~~

Policy 541 ~~(~~: Student Behavior~~)~~
Policy 581 ~~(~~: Protection and Privacy of Pupil Records~~)~~
Policy 582 ~~(~~: Staff Notification of Violent Behavior by Students~~)~~
Policy 586 ~~(~~: Gender Inclusion~~)~~
Policy 742 ~~(~~: Student Transportation Services~~)~~
Policy 783 ~~(~~: Video Surveillance~~)~~

RATIFIED BY THE BOARD OF EDUCATION: January 18, 1994

REVIEWED & REAFFIRMED BY THE BOARD OF EDUCATION: April 18, 2005; August 16, 2021; September 6, 2022

REVISED BY THE BOARD OF EDUCATION: December 7, 1999; January 22, 2002; March 17, 2003; June 17, 2008; August 18, 2014; January 19, 2021; September 5, 2023; September 16, 2024

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

HARASSMENT PROHIBITION POLICY

The attached forms are to be used in the implementation of Board Policy 103: Harassment Prohibition. The first section is for notification of the District's policy. The second section is a form that may be used to report an incident. The District also has an online form that mirrors this reporting form available as an option. The third section is a form that may be used by elementary students to report an incident. When an elementary student submits this form, an administrator will interview the student and document their responses to the questions on the more in-depth form.

The District has an online system for documenting all reports of bullying or harassment and the responses to these incidents.

Dated: January 18, 1994
Revised: December 7, 1999; March 17, 2003; August 18, 2014; January 19, 2021; September 6, 2022
Reviewed: January 22, 2002; April 18, 2005; June 17, 2008; August 16, 2021; September 5, 2023; September 16, 2024

*****ATTENTION*****
DISTRICT 280 POLICIES AGAINST
HARASSMENT, VIOLENCE AND BULLYING

1. Everyone in Richfield Public Schools has the right to a learning and working environment free from bullying, 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. Everyone in Richfield Public Schools has a right not to be retaliated against for making good faith reports of bullying, discrimination, harassment, or violence.

2. Harassment may include the following when related to race, color, creed, religion, national origin, sex, age, familial status, marital status, status with regard to public assistance, disability, sexual orientation, gender identity or expression, or any other class protected under the law:
   a. name-calling, jokes or rumors;
   b. pulling on clothing or hair
   c. graffiti;
   d. notes or cartoons;
   e. unwelcome touching of a person or clothing
   f. staring or leering
   ~~f~~g. offensive or graphic ~~posters or book covers~~internet or social media posts, including through the use of AI; or
   ~~g~~h. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

3. Bullying is aggressive, cruel or intimidating behavior that:
   a. Involves an imbalance of power (e.g., physical strength, social status, or access to information).
   b. Has happened more than once.

Here's what parents/guardians can do:
1. If you suspect your child is bullying or harassing others, remember that appropriate consequences are important.– Monitor their behavior and seek additional supports or services (such as connecting to school support staff or resources for medical and behavioral health support outside of school) to help your child build appropriate self-awareness and social skills. Remember, as a parent, you play a crucial role in this process.– We can help!
2. If your child is being bullied or harassed, prompt reporting is critical. Consider seeking additional services to help your child build useful skills and feel empowered.– We can help!
3. If your child witnesses bullying or harassment, prompt reporting is critical.– Talk about the power of standing up for others by being an up-stander rather than just a bystander.– Stress the importance of reporting bullying to a trusted adult.

Here's what students can do:
1. If you are bullying or harassing others, that's not okay. Students who bully will receive consequences and be monitored. You can learn better skills to meet your needs and be a true leader.
2. If you feel you're being bullied or harassed by a student or adult, tell the ~~bully~~ person to stop and walk away if you're able to. ~~Let~~ Be sure to let an adult know immediately—suffering in silence is not okay. We want to listen, help you build confidence, and teach you skills to make you feel more in control at school.

3. If you witness bullying or harassment by a student or adult, tell the ~~bully~~ person what they're doing is not cool, if you're able to. Stand up for others - be an up-stander, not a bystander. Report what you see to an adult right away. We'll all work together to make a difference.

Here's what we'll do at school:

1. Any school staff member will respond immediately when witnessing aggression, harassment or bullying. They'll let the aggressor know it's unacceptable and refer the aggressor for discipline and services.
2. A staff member will respond immediately to a student who is being bullied or harassed and refer the student for services that can help build skills and reduce feelings of isolation.
3. As part of the monitoring and follow-up process, a staff member will ask witnesses to report if bullying or harassment occurs again.
~~3.~~4. Staff will uphold the confidentiality of all individuals involved in the incident. This means staff will not be able to disclose the resolution or consequences to anyone other than the student who is receiving the resolution or consequence and their parent/guardian.

This is a summary of the District policies against harassment, violence, and bullying. Complete policies are available in the District Office upon request or on the District website: www.richfieldschools.org

HARASSMENT, VIOLENCE, AND BULLYING AGAINST A PROTECTED CLASS ARE AGAINST THE LAW.
DISCRIMINATION IS AGAINST THE LAW.

CONTACT: **CRAIG HOLJE**
HUMAN RIGHTS OFFICER/TITLE IX COORDINATOR
401 70TH STREET W. (DOOR #26)
RICHFIELD, MN 55423
PHONE**: 612-798-6031**

RICHFIELD PUBLIC SCHOOLS – ISD #280
HARASSMENT, VIOLENCE AND BULLYING REPORT FORM
General Statement of Policies Prohibiting Harassment, Violence, and Bullying

Richfield Public Schools prohibits harassment, violence, discrimination and bullying in all forms, including but not limited to that which occurs on the basis of a person's actual or perceived race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, disability, or any class protected under the law. If you or someone you know has experienced harassment, violence, discrimination, or bullying at school or at any school-related event for any reason, please complete this reporting form to have the incident(s) investigated by the District. Any student, parent/guardian, or District employee may complete this form and return it to any administrator.

Retaliation against any individual who makes a report or who participates or assists in an investigation of harassment, violence, discrimination, or bullying is strictly prohibited.

Use this form to report incidents that happened:
On school property.

- At a school-sponsored event (on or off campus).
- On the bus or traveling to/from school.
- Online (social media, text, etc.) during the current school year.

An administrator will review your report within 24 hours.

You may also:

- Complete the online bullying and harassment report form on the RPS website.
- Email or call your school principal.
- Contact Craig Holje, Human Rights Officer/Title IX Coordinator

1. Preliminary Information

Date of Report:_____

Name of Person Making Report:_____
(Entering a name is necessary in order to be able to follow up on this report. Your name will be held confidential from everyone except the staff members involved in the investigation of the incident.)

I am a: Student Parent/Guardian Staff Member Other

Phone _____ Email _____

2. Description of Incident:

Date of the Incident(s) _____

Approximate Time of the Incident: _____

Location of the Incident: _____

How did you become aware of the incident?

- ☐ I was involved in the incident.
- ☐ I witnessed the incident.
- ☐ I heard about it from someone else.

Name(s), grade(s) or description of the person(s) who was/were harmed. Please list all:

_____

School/building where the person who was harmed attends/works: _____

Name(s), grade(s) or description of the person(s) who caused the harm. Please list all:

_____

School/building where the person who caused harm attends/works: _____

List any witnesses, including adults, if any:_____

_____

What did the person(s) do or say? Check all that apply.

- ☐ Shoved or pushed
- ☐ Hit, kicked or punched
- ☐ Threatened
- ☐ Stole or damaged possessions
- ☐ Excluded
- ☐ Teased
- ☐ Graffitied
- ☐ Told lies or spread rumors
- ☐ Stared or leered
- ☐ Intimidated or extorted
- ☐ Made a demeaning comment
- ☐ Inappropriately touched
- ☐ Cyberbullied via text message
- ☐ Cyberbullied via email
- ☐ Cyberbullied via social media or gaming
- ☐ Other

Did the incident include mean comments related to any of the following about the person who was harmed or others? Check all that apply.

- ☐ No mean comments were made
- ☐ Physical appearance
- ☐ Academic performance
- ☐ Race/ethnicity or perceived race/ethnicity
- ☐ Gender or gender expression
- ☐ Religious or cultural beliefs
- ☐ Sexual orientation or perceived sexual orientation
- ☐ Other protected class

How many times has the incident occurred? _____

~~Were you~~Did you (or the person harmed) ~~able to say "no" or "stop~~respond to the person who was bullying or harassing?" If so, ~~how did you communicate this~~what did you communicate?

_____

Have you already reported this incident to anyone in authority? If so, who?

_____

What ideas do you have about how you would like this incident to be responded to or repaired with the individual involved?

Provide any other important details about the incident: (Attach additional pages if necessary.) _____

_____

_____

By signing below, I am stating that all of the information I have provided is true, accurate, and complete to the best of my knowledge:

_____ _____
Signature Date

_____ _____
Received by Date

Bullying and Harassment Incident Report Form

Elementary Students

Your name:	**Grade:**
Student who was harmed:	
Student(s) who did harm:	

What did this student do or say (circle all that apply):

Shoved/pushed Hit/kicked/punched Threatened Stole/damaged possessions Excluded Teased Writing/graffiti Told lies/false rumors Stared/leered Intimidated/extorted Demeaning comments Inappropriate touching Other:_____

Cyberbullying using: Text messages Email Social Media

Where did this happen (circle all that apply):
Hallway Classroom Lunch room Recess PE Music Art Media STEM Bathroom Bus stop On bus After school program Other:_____

413 HARASSMENT AND VIOLENCE

[NOTE: State law (Minnesota Statutes, section 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minnesota Statutes, chapter 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minnesota Statutes, section 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minnesota Statutes, section 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.

B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

[NOTE: In 2023, the Minnesota legislature amended the definition of "sexual orientation" in the Minnesota Human Rights Act as reflected in subpart 6 below.]

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

D. Protected Classifications

1. "Disability" means, with respect to an individual who

a. has a physical sensory or mental impairment that materially limits one or more major life activities of such individual;

b. has a record of such an impairment;

c. is regarded as having such an impairment; or

d. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

2. "Familial status" means the condition of one or more minors having legal status or custody with:

a. the minor's parent or parents or the minor's legal guardian or guardians; or

b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for

physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

[NOTE: The 2024 Minnesota legislature revised the definition of "familial status."]

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.

[NOTE: The 2023 Minnesota legislature redefined 'sexual orientation' in the Minnesota Human Rights Act.]

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

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

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

c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an

intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence

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

2. Sexual violence may include, but is not limited to:

a. touching, patting, grabbing, or pinching another person's intimate parts
b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or

violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

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

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In Each School Building

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the District

The school board hereby designates _____ as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

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

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by

[1] In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and

proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes, chapter 260E may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

C. This policy shall appear in the student handbook.

D. The school district will develop a method of discussing this policy with students and employees.

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

F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
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 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 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 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Bullying Prohibition

(Recommended by the superintendent)

Passage upon a third read of Policy 113: Bullying Prohibition. This policy affirms the District's intention to prevent bullying and take action to investigate and respond to incidents of bullying that have not been prevented.

The bullying prohibition policy and harassment prohibition policy use the same reporting forms, which are labeled both as Administrative Guideline 103.2 and Administrative Guideline 113.1.

The policy and guideline have been reviewed by the Student Support Services Department and the Safe & Supportive Schools Committees, and suggested changes are included. The redlines in Guideline 113.1 reflect new changes made since the board meeting on September 15, 2025.

Once the board approves the revised policy and guidelines, the new version of the reporting form will be rolled out for use in schools, and a districtwide communication will be sent.

Attachments:
Policy 113: Bullying Prohibition - redlined
Administrative Guideline 113.1 - redlined
Administrative Guideline 113.2: Summary of Policy 113 - redlined
MSBA Model Policy 514: Bullying Prohibition

RICHFIELD PUBLIC SCHOOLS

BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. DEFINITIONS

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

A. "Bullying" means repeated behavior by a student or a group of students that is intended to cause or is perceived as causing another student or a group of students to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused. The bullying that is addressed in this policy is that which substantially interferes with the targeted student's or students' educational benefits, opportunities, or performance. Bullying implies an imbalance in real or perceived physical, social or psychological power. Bullying can occur via physical, verbal, social/relational, electronic or other forms of interactions or communication. Bullying includes, but is not limited to, repeated conduct by a student against another student or a group of students that a reasonable person under the circumstances knows or should know has the effect of:

1. Hurting another physically by hitting, kicking, tripping, or pushing;

2. Stealing or damaging another person's property;

3. Ganging up on another person;

4. Teasing another person in a hurtful way;

5. Calling another person hurtful names;

6. Using put-downs, such as insulting another person's race, making fun of another person because of their characteristics related to gender, or denigrating another person for other personal characteristics;

7. Isolating a person;

8. Spreading rumors or untruths about another person.

9. Intimidating a student or group of students.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network internet web-site or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

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

D. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

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

F. "Prohibited conduct" means bullying, cyberbullying, malicious and

sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

III. GENERAL STATEMENT OF POLICY

An act of bullying, by either an individual student or a group of students, is expressly prohibited on District property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of Richfield Public Schools or the safety or welfare of the student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the District by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off District property and/or with or without the use of District resources. This policy also applies to sexual exploitation.

A. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

   Malicious and sadistic conduct and sexual exploitation by a District or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

B. No teacher, administrator, volunteer, contractor, or other employee of the District shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, or false

reporting of bullying or permits, condones, or tolerates bullying maybe subject to discipline for that act in accordance with District's policies and procedures. The District may take into account the following factors in determining whether discipline is required and if so, the type and extent of discipline:

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

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

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

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from District property and events and/or termination of services and/or contracts.

G. The District will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.

IV. REPORTING PROCEDURE

A. Any person who believes they have been the victim of bullying or any other person (e.g. witness, parent, colleague) with knowledge or belief of conduct that may constitute bullying is encouraged to report the alleged acts immediately to an appropriate District official designated by this policy. A person may report conduct they believe to be bullying even if more than 24 hours have passed. A person may report bullying anonymously. However, the District's ability to take action against an alleged bully based solely on an anonymous report may be limited.

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

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

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the Building Report Taker immediately. District personnel who fail to inform the Building Report Taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.

E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

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

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

V. STAFF EXPECTATIONS

Teachers and staff at Richfield Public Schools are expected to take the following actions in order to prevent bullying and help students feel safe at school:

A. Closely supervise students in all areas of the school and playground;

B. Watch for signs of bullying and stop it when it happens;

C. Respond quickly and sensitively to bullying reports using an appropriate response process;

D. Report bullying to the Building Report Taker;

E. Notify the Building Report Taker when efforts to address the bullying prove unsuccessful;

F. Help create a school culture ~~of respect and kindness~~that is safe, responsible and kind by modeling and fostering these traits.

VI. INVESTIGATION

A. Upon receipt of a complaint or report of bullying, the District shall undertake or authorize an investigation by District officials or a third party designated by the District within three school days of the report. This process is overseen by the Building Report Taker.

B. The Building Report Taker may take immediate steps, at their discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.

VII. DISTRICT ACTION

A. Upon completion of the investigation, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. The primary purpose of such action is to protect the student(s) who have been the target of bullying behavior and to deter the prohibited behavior in the future. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; District policies; and regulations.

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B. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged bully who is a student or employee of the District. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident of the incident and of action taken in a timely manner, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

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C. Referral to ~~Professional~~ professional ~~School~~ school ~~Support~~ support ~~Staff~~staff. A student who violates this policy may be asked to meet with a school counselor or other staff to work on positive behavioral interventions to help prevent future violations.

D. Referral to available community resources. The involved students and their parents will be given references to community resources and support, as it is appropriate.

E. Individualized Education Plans or Section 504 Plans may address the skills and proficiencies needed for students with disabilities to engage in positive behaviors and respond appropriately to prohibited conduct.

F. Staff ~~Consequences~~consequences.~~—~~ A Richfield Public School employee who fails to immediately and appropriately address bullying may be asked to participate in additional staff training, may be mentored, or may be disciplined. A staff member's repeated failure to address bullying behavior may result in discipline up to and including termination or discharge.

VIII. REPRISAL

The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct.

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IX. TRAINING AND EDUCATION

A. The District annually will provide information and any applicable training to District staff to prevent, identify, and respond to prohibited conduct.

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

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

2. The complex dynamics affecting a student exhibiting bullying behavior, target of bullying, and witnesses to prohibited conduct;

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

4. The incidence and nature of cyberbullying, including through the use of AI; and

5. Internet safety and cyberbullying.

C. The District annually will provide education and information to students regarding bullying, including information regarding this District policy prohibiting bullying, appropriate reporting procedures for reporting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.

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

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

X. NOTICE

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

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

C. This policy must be distributed to each District or school employee and independent contractor, if the contractor regularly interacts with students, at the time of hiring or contracting with the District.

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members in an electronic format in the language

appearing on the District's or a school's website.

F. The District shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. §121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
~~Minn. Stat. §121A.031 (School Student Bullying Policy)~~
~~Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)~~
~~Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)~~
~~Minn. Stat. § 121A.03 (Model Policy)~~
~~Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)~~
~~Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)~~
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:
Policy 103: Harassment Prohibition
Policy 108: Hazing Prohibition
Policy 111: Weapons on School Premises
Policy 409: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Policy 410: Mandated Reporting of Maltreatment of Vulnerable Adults
Policy 505: Student Disability Nondiscrimination
Policy 506: Student Sex Nondiscrimination
Policy 541: Student Behavior
Policy 581: Protection and Privacy of Pupil Records
Policy 582: Staff Notification of Violent Behavior by Students
Policy 742: Student Transportation Services
Policy 783: Video Surveillance

RATIFIED BY THE BOARD OF EDUCATION: July 16, 2007

REVISED BY THE BOARD OF EDUCATION: September 4, 2007; August 18, 2014; January 19, 2021; September 5, 2023; September 16, 2024

REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: August 16, 2021; September 6, 2022

*****ATTENTION*****
DISTRICT 280 POLICIES AGAINST
HARASSMENT, VIOLENCE AND BULLYING

1. Everyone in Richfield Public Schools has the right to a learning and working environment free from bullying, 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. Everyone in Richfield Public Schools has a right not to be retaliated against for making good faith reports of bullying, discrimination, harassment, or violence.

2. Harassment may include the following when related to race, color, creed, religion, national origin, sex, age, familial status, marital status, status with regard to public assistance, disability, sexual orientation, gender identity or expression, or any other class protected under the law:
   a. name-calling, jokes or rumors;
   b. pulling on clothing or hair
   c. graffiti;
   d. notes or cartoons;
   e. unwelcome touching of a person or clothing
   f. staring or leering
   ~~f~~g. offensive or graphic ~~posters or book covers~~internet or social media posts, including through the use of AI; or
   ~~g~~h. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

3. Bullying is aggressive, cruel or intimidating behavior that:
   a. Involves an imbalance of power (e.g., physical strength, social status, or access to information).
   b. Has happened more than once.

Here's what parents/guardians can do:
1. If you suspect your child is bullying or harassing others, remember that appropriate consequences are important.~~–~~ Monitor their behavior and seek additional supports or services (such as connecting to school support staff or resources for medical and behavioral health support outside of school) to help your child build appropriate self-awareness and social skills. Remember, as a parent, you play a crucial role in this process.~~–~~ We can help!
2. If your child is being bullied or harassed, prompt reporting is critical. Consider seeking additional services to help your child build useful skills and feel empowered. We can help!
3. If your child witnesses bullying or harassment, prompt reporting is critical. Talk about the power of standing up for others by being an up-stander rather than just a bystander. Stress the importance of reporting bullying to a trusted adult.

Here's what students can do:
1. If you are bullying or harassing others, that's not okay. Students who bully will receive consequences and be monitored. You can learn better skills to meet your needs and be a true leader.
2. If you feel you're being bullied or harassed by a student or adult, tell the ~~bully~~ person to stop and walk away if you're able to. ~~Let~~ Be sure to let an adult know immediately—suffering in silence is not okay. We want to listen, help you build confidence, and teach you skills to make you feel more in control at school.

3. If you witness bullying or harassment by a student or adult, tell the ~~bully~~ person what they're doing is not cool, if you're able to.~~–~~ Stand up for others - be an up-stander, not a bystander. Report what you see to an adult right away. We'll all work together to make a difference.

Here's what we'll do at school:

1. Any school staff member will respond immediately when witnessing aggression, harassment or bullying. They'll let the aggressor know it's unacceptable and refer the aggressor for discipline and services.
2. A staff member will respond immediately to a student who is being bullied or harassed and refer the student for services that can help build skills and reduce feelings of isolation.
3. As part of the monitoring and follow-up process, a staff member will ask witnesses to report if bullying or harassment occurs again.
~~3.~~4. Staff will uphold the confidentiality of all individuals involved in the incident. This means staff will not be able to disclose the resolution or consequences to anyone other than the student who is receiving the resolution or consequence and their parent/guardian.

This is a summary of the District policies against harassment, violence, and bullying. Complete policies are available in the District Office upon request or on the District website: www.richfieldschools.org

HARASSMENT, VIOLENCE, AND BULLYING AGAINST A PROTECTED CLASS ARE AGAINST THE LAW.
DISCRIMINATION IS AGAINST THE LAW.

CONTACT:~~–~~ **CRAIG HOLJE**
HUMAN RIGHTS OFFICER/TITLE IX COORDINATOR
401 70TH STREET W. (DOOR #26)
RICHFIELD, MN 55423
PHONE**: 612-798-6031**

RICHFIELD PUBLIC SCHOOLS – ISD #280
HARASSMENT, VIOLENCE AND BULLYING REPORT FORM
General Statement of Policies Prohibiting Harassment, Violence, and Bullying

Richfield Public Schools prohibits harassment, violence, discrimination and bullying in all forms, including but not limited to that which occurs on the basis of a person's actual or perceived race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, disability, or any class protected under the law. If you or someone you know has experienced harassment, violence, discrimination, or bullying at school or at any school-related event for any reason, please complete this reporting form to have the incident(s) investigated by the District. Any student, parent/guardian, or District employee may complete this form and return it to any administrator.

Retaliation against any individual who makes a report or who participates or assists in an investigation of harassment, violence, discrimination, or bullying is strictly prohibited.

Use this form to report incidents that happened:

- On school property.
- At a school-sponsored event (on or off campus).
- On the bus or traveling to/from school.
- Online (social media, text, etc.) during the current school year.

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An administrator will review your report within 24 hours.

You may also:

- Complete the online bullying and harassment report form on the RPS website.
- Email or call your school principal.
- Contact Craig Holje, Human Rights Officer/Title IX Coordinator

1. Preliminary Information

Date of Report:_____

Name of Person Making Report:_____
(Entering a name is necessary in order to be able to follow up on this report. Your name will be held confidential from everyone except the staff members involved in the investigation of the incident.)

I am a: Student Parent/Guardian Staff Member Other

Phone: _____ Email: _____

2. Description of Incident:

Date of the Incident(s): _____

Approximate Time of the Incident: _____

Location of the Incident: _____

How did you become aware of the incident?
- ☐ I was involved in the incident.
- ☐ I witnessed the incident.
- ☐ I heard about it from someone else.

Name(s), grade(s) or description of the person(s) who was/were harmed. Please list all:

_____

School/building where the person who was harmed attends/works: _____

Name(s), grade(s) or description of the person(s) who caused the harm. Please list all:

_____

School/building where the person who caused harm attends/works: _____

List any witnesses, including adults, if any:_____

_____

What did the person(s) do or say? Check all that apply.
- ☐ Shoved or pushed
- ☐ Hit, kicked or punched
- ☐ Threatened
- ☐ Stole or damaged possessions
- ☐ Excluded
- ☐ Teased
- ☐ Graffitied
- ☐ Told lies or spread rumors
- ☐ Stared or leered
- ☐ Intimidated or extorted
- ☐ Made a demeaning comment
- ☐ Inappropriately touched
- ☐ Cyberbullied via text message
- ☐ Cyberbullied via email
- ☐ Cyberbullied via social media or gaming
- ☐ Other

Did the incident include mean comments related to any of the following about the person who was harmed or others? Check all that apply.
- ☐ No mean comments were made
- ☐ Physical appearance
- ☐ Academic performance
- ☐ Race/ethnicity or perceived race/ethnicity
- ☐ Gender or gender expression
- ☐ Religious or cultural beliefs
- ☐ Sexual orientation or perceived sexual orientation
- ☐ Other protected class

How many times has the incident occurred? _____

~~Were you~~Did you (or the person harmed) ~~able to say "no" or "stop~~respond to the person who was bullying or harassing?" If so, ~~how did you communicate this~~what did you communicate? _____

_____

Have you already reported this incident to anyone in authority? If so, who?

_____

What ideas do you have about how you would like this incident to be responded to or repaired with the individual involved?

Provide any other important details about the incident: (Attach additional pages if necessary.) _____

_____

_____

By signing below, I am stating that all of the information I have provided is true, accurate, and complete to the best of my knowledge:

_____ _____
Signature Date

_____ _____
Received by Date

Bullying and Harassment Incident Report Form **Elementary Students**	
Your name: ~~–~~	**Grade:**
Student who was harmed:	
Student(s) who did harm:	

What did this student do or say (circle all that apply):

Shoved/pushed Hit/kicked/punched Threatened Stole/damaged possessions Excluded Teased Writing/graffiti Told lies/false rumors Stared/leered Intimidated/extorted Demeaning comments Inappropriate touching Other:_____

Cyberbullying using: Text messages Email Social Media

Where did this happen (circle all that apply):

Hallway Classroom Lunch room Recess PE Music Art Media STEM Bathroom Bus stop On bus After school program Other:_____

Richfield Public Schools
Summary of Policy 113: Bullying Prohibition

It is the intent of Richfield Public Schools to prevent bullying, and to take action to investigate, respond, remediate, and discipline acts of bullying ~~which~~ that have not been successfully prevented. Richfield Public Schools defines bullying as "repeated behavior by a student or a group of students that is intended to cause or is perceived as causing another student or a group of students to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused." Bullying that is addressed in this policy substantially interferes with the targeted student's or students' educational benefits, opportunities, or performance. Bullying takes many forms, and can occur via physical, verbal, social-relational, electronic or other forms of interactions or communication, including cyberbullying, where an imbalance of power is implied. It includes conduct that interferes with the mission or operations of the District, and also the misuse of technology – committed on or off District property and with or without the use of District resources - that hurts or defames a student, students, or employees. The term "bullying" also specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

Bullying, by either an individual student or a group of students, is expressly prohibited on all District property or at school-related functions. This policy applies not only to students who directly engage in the act of bullying, but also to students who, through their indirect behavior, condone or support another student's or students' act of bullying.

No ~~district~~ District employee or District volunteer shall permit, condone or tolerate bullying. The consequences for students who commit acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone or tolerate bullying, or who engage in reprisal or false reporting of bullying may result in disciplinary action up to and including termination or discharge. The District will act to investigate *all* complaints of bullying in a timely manner and will take appropriate action against any student, staff member, volunteer, or contractor who is found to have violated the Bullying Prohibition Policy.

Any person who believes they have been the victim of bullying or any other person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate District official designated to receive the reports at school, which is the building principal or their designee, or the building supervisor (herein called the Building Report Taker). Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

Filing a complaint or report of bullying will in no way affect the reporter's future employment, grades, or work assignments, or educational work environment. The District will respect the privacy of all involved parties as much as possible, but the District shall undertake or authorize an investigation by District officials or a third party designated by the District within **three school days of the report**. While this investigation is in process, the Building Report Taker may take immediate steps at their discretion to protect the reporter, the alleged victim, students or others. Upon completion of the investigation, the District will take appropriate action ~~which~~ that may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Such action will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; District policies; and regulations. This policy protects all those involved in the reporting and investigation from any and all acts of retaliation, including intimidation, reprisal, harassment, or intentional harmful treatment.

The District will annually provide information and any applicable training to District staff regarding this policy, and will provide education and information to students regarding bullying, including the information found in this policy about reporting procedures.

For more information on Richfield Public Schools' Bullying Prohibition Policy, view Board Policy 113 at richfieldschools.org/about/policies.

514 BULLYING PROHIBITION POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also

applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

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

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

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

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

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

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

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

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher,

administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

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

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

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

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

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

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

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

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

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

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

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

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

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

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

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

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include

bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

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

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

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

V. SCHOOL DISTRICT ACTION

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

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

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

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

[NOTE: The language added above appears in Minnesota Statutes, section 121A.031.]

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent or guardian of students who are targets of bullying or other prohibited conduct and the parent or guardian of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

[NOTE: The 2025 Minnesota legislature added the final sentence to Minnesota Statutes, section 121A.031.]

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

VI. RETALIATION OR REPRISAL

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

[NOTE: The deleted language appears in Article V. above.]

VII. TRAINING AND EDUCATION

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

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

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

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

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

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

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

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

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

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

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

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

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

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

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

5. Teach students to advocate for themselves and others;

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

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

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

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

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

B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.

C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.

D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.

E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

H. The school district designates [insert name of staff member] as the primary contact person in the school building to receive reports of prohibited conduct

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Purchasing

(Recommended by the superintendent)

Passage upon a third read of Policy 715: Purchasing and Administrative Guideline 715.1. The policy establishes the District's values related to purchasing. The guideline shares details on conflicts of interest, procurement processes, and more.

The policy and guideline have been reviewed by the Finance Department, and suggested changes are included to adhere to District branding and style guidelines and to comply with federal language requirements around conflicts of interest.

Attachments:
Policy 715: Purchasing - redlined
Administrative Guideline 715.1 - redlined
MSBA Model Policy 721: Uniform Grant Guidance Policy Regarding Federal Revenue Sources

RICHFIELD PUBLIC SCHOOLS

PURCHASING

I. PURPOSE

The purpose of purchasing is to support the educational program of ~~the district~~Richfield Public Schools by providing necessary supplies, equipment and services. District purchases must be made in accordance with state and federal laws for public purpose that benefits the public and is directly related to the ~~school d~~District's mission to ~~education students~~inspire and empower each individual to learn, grow and excel.

II. PURCHASING

The ~~School~~ school ~~Board~~ board directs the ~~Superintendent~~superintendent~~,~~ or designee~~,~~ to develop and maintain an efficient purchasing system for all supplies, equipment and materials in accordance with state and federal laws and accepted purchasing practices. Purchasing transactions will be authorized on properly approved invoices, signed purchase orders or administrated by procurement cards (P-Card) through the Finance ~~and Business Services~~ Department. Purchasing or the incurrence of obligations on behalf of the ~~School~~ District may only be made within the framework of ~~the School~~ school ~~Board~~ board ~~adopted~~ approved budgets.

The ~~School~~ school ~~Board~~ board believes in the philosophy of community partnerships which includes establishing effective working relationships with businesses located within the ~~School~~ District boundary. The District will first consider~~,~~ local partnerships if quality, cost, and service are comparable.

The ~~Superintendent~~superintendent~~, Chief Human Resources and Administrative Officer, Assistant Superintendent and/or Executive Director of Special Programs~~ and senior executive officers are authorized to approve and sign contracts.

III. CONFLICT OF INTEREST

Employees, including ~~School~~ school ~~Board~~ board members, who are in a position to make or influence purchasing decisions, shall actively avoid the appearance of or the fact of conflicting interest:

a. They shall discharge their duties without favor and shall refrain from engaging in any outside matters of financial or personal interest incompatible with the impartial and objective

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performance of their duties.

b. They shall not, directly or indirectly, seek or accept personal gain which would influence, or appear to influence, the conduct of their official duties.

c. They shall not use public property or resources for personal or political gain.

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Legal References:

Minn. Stat. § 15.435 (Airline Travel Credit)
Minn. Stat. § 10A.071, Certain gifts by lobbyists and principals prohibited
Minn. Stat. § 123B.52, Contracts
Minn. Stat. § 331A.03, subd.3, Alternative dissemination of bids and request
Minn. Stat. § 471.345, Uniform Municipal Contracting Law
Minn. Stat. § 471.895, Certain gifts by interested persons prohibited
Uniform Grant Guidance 2 CFR Part 200

RATIFIED BY THE BOARD OF EDUCATION:
November 21, 2016

REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION:
December 21, 2020
REVISED BY THE BOARD OF EDUCATION:

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES - PURCHASING

I. PREFERRED VENDORS

A. Office and Classroom Supplies ~~—~~: Office and classroom supplies should be ordered from ~~the~~ a ~~District~~ District-approved supplier.

B. Inventoried Supplies ~~—~~: Paper, copier staples, and miscellaneous supplies should be ordered ~~from Central Services~~through the warehouse.

C. Furniture ~~—~~: Furniture purchases should be ordered through the ~~Purchasing~~ Finance Department in accordance with District standards utilizing ~~District~~ District-approved joint purchasing contracts as applicable.

D. All Other Purchases ~~—~~: All other purchase should be made with a purchase order, properly approved invoice or district-issued procurement card (according to the *Procurement Card Procedures Manual*). These purchases must be approved by the appropriate individual.

II. SALES TAX

A. The District is tax~~-~~ exempt, therefore all eligible purchases using ~~district~~ District funds shall be made using the ~~district's~~ District's tax identification number or ~~tax~~ tax-exempt status. The District will not approve or reimburse the payment of Minnesota sales tax.

B. Exceptions (~~Taxable~~ taxable Items) ~~including~~ include, but are not limited to:

- Lodging, parking, transportation, airfare, prepared food not served on a school campus.
- Purchases made for and with student activity funds ~~are taxable.~~

C. Purchases for resale and fundraising are non-taxable.

III. APPROVAL PROCESS

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

IV. DISTRICT STANDARDS

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

V. CONFLICT OF INTEREST

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

~~-~~1. Receive or solicit from such suppliers, sources and/or contractors, directly or indirectly, for ~~him or herself~~themselves or anyone with whom ~~he or she~~they ~~has~~ have family, business or financial ties, anything of economic value as a gift, gratuity, loan, entertainment or favor, including gift certificates, credits or bonus points which can be exchanged for merchandise, frequent flyer miles, etc. This prohibition shall not apply to the gift exceptions specifically enumerated in Minnesota Statute 471.895, subd. 3.

~~-~~2. Use their position to influence ~~district~~ District decisions for personal gain;

~~-~~3. Perform any work or service for remuneration for a supplier or contractor except as disclosures of conflict of interest are properly made

~~-~~4. Give preferential treatment to friends, relatives, or current or former ~~district~~ District employees, or

~~-~~5. Disclose information about bids or other confidential matters which would compromise the ~~district's~~ District's ability to obtain the best price.

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

C. Code of Conduct

~~-~~1. As representatives of the ~~School~~ District~~District~~, all employees are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment.

~~-~~2. Employees are expected to be ~~principles~~ principled in their business interactions and act in good faith with individuals both inside and outside the ~~School~~ District community.

~~-~~3. The ~~Code~~ code of ~~Conduct~~ conduct shall govern the

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performance, behavior and actions of the ~~agency~~District, including ~~Board~~ board members, employees, directors, volunteers, or agents who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of contracts.

D. No employee, officer, ~~director, or volunteer~~or agent of the ~~School~~ District ~~shall~~ may participate in the selection, award or administration of a bid or contract supported by a ~~Federal~~ federal ~~funds~~ award if a conflict of interest is real or apparent to a reasonable person. Such a conflict of interest would arise when the employee, officer, or agent, any member of their immediate family, their partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the District may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

~~D.~~ The District must disclose in writing any potential conflict of interest to the Minnesota Department of Education (MDE) in accordance with applicable federal awarding agency policies. Such disclosures shall be transmitted via email to the applicable area/department (e.g. SpEdFiscalMonitoring.MDE@state.mn.us).

E. Violations of the policy will be deferred to the Human Resources Department and appropriate disciplinary action will be determined by the Human Resources Department.

F. The District's employees, officers, directors, or volunteers shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of that which is stated in Minnesota Statute 471.895, from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub- agreement or ancillary contract.

VI. PROCUREMENT

A. The function of purchasing is to serve the educational program of the ~~district~~ District by providing the necessary supplies, equipment and services. All purchases shall be made competitively, without prejudice and with the intent of seeking the maximum educational

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value for every dollar expended.

B. Competitive Contracting
The total expense of a purchase or contract must be accurately estimated to determine the correct procurement method. The total expense of a lease contract is the sum of all payments required to satisfy the contract in full.

a. Competitive contracting practices must be used for all ~~district~~ District expenditures or contracts with an estimated value greater $25,000. Expenditures or contracts estimated to exceed $25,000 but not to exceed $175,000 require two or more written quotations. Expenditures or contracts estimated to exceed $175,000 require sealed bids, ~~School~~ school ~~Board~~ board approval, and a formal written contract signed by the ~~Superintendent~~ superintendent or designee.

b. ~~Federal Funds purchases~~For purchases made using federal resources between $10,000 to $24,999, (i.e. "small purchases"), price or rate quotations must be obtained from at least two qualified sources and can be obtained in writing, orally, through the vendor price list on website, or through an online search ~~engine~~ (documentation of price must be retained by purchaser).

c. A state contract (Cooperative Purchasing Venture) or other joint powers contract ~~MAY~~ *may* be used in place of bids or quotes for expenditures of any value. If a contract is estimated to exceed $25,000, options available through the state's cooperative purchasing venture ~~MUST~~ *must* be considered before purchasing through another source. Other exceptions to the bid and quotation requirements of this regulation may be made if authorized by law (e.g., certain professional services, real estate and commercial insurance).

C. Non-Competitive Contracting

Non-competitive procurement is permitted if one or more of the following circumstances apply:

~~-~~1. The acquisition of property or services, the aggregate dollar amount of which does not exceed the minimum purchase thresholds of the competitive contracting amounts in Section B above;
~~-~~2. The item is available only from a single source.
~~An emergency does not allow a delay.~~

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~~3.~~ The public exigency or emergency for the requirement will not permit a delay resulting from publicizing a competitive solicitation;

~~4.~~ The ~~Federal~~ federal awarding agency or pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the non-~~Federal~~ federal entity; or

5. ~~.~~ After solicitation of a number of sources, the competition is determined to be inadequate.

~~6. .~~

~~ADOPTE~~Dated~~D~~: November 21, 2016
~~REVISED~~Revised: December 21, 2020

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Adopted: _____ *MSBA/MASA Model Policy 721*

Orig. 2016

Revised: _____ *Rev. 2024*

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

[NOTE: School districts are required by the federal Uniform Grant Guidance (UGG) regulations, 2 Code of Federal Regulations, Part 200, to have the policies that establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, the United States Office of Management and Budget increased the threshold dollar amounts for both simplified acquisition costs ($250,000) and micro-purchases ($10,000).]

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

[NOTE: In October 2024, MSBA updated Article II to ensure that the definitions are presented in alphabetical order. School districts may choose whether to adopt this change.]

A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).

B. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

C. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

D. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or $10,000.

E. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101 (Applicability); or

b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101 (Applicability).

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations, section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

F. Grants

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

[NOTE: All requirements outlined in this policy apply to both direct grants and state-administered grants.]

G. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.

I. Procurement Methods

1. "Procurement by micro-purchase" is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations, Subpart 2.1 or as periodically adjusted for inflation).

[NOTE: Minnesota school districts may choose to increase their federal micro-purchase threshold to $25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold and the justification for using the higher threshold. Acceptable reasons for justification must meet *one* of the following criteria: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal Regulations, section 200.520; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]

2. "Procurement by small purchase procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other

property that do not cost more than $175,000 (periodically adjusted for inflation).

[NOTE: Despite the federal government's increase in the dollar cap for small purchases, Minnesota law limits the cap to $175,000.]

3. "Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.

J. "Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.

K. "Severance pay" is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.

L. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

A. Employee Conflict of Interest

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

B. Organizational Conflicts of Interest

The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.

C. Disclosing Conflicts of Interest

The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policies.

IV. ACCEPTABLE METHODS OF PROCUREMENT

A. General Procurement Standards

The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

[NOTE: This change appears in the 2024 amended UGG.]

H. Methods of Procurement

The school district must use one of the following methods of procurement:

1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.

2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.

3. Procurement by sealed bids (formal advertising).

4. Procurement by competitive proposals. If this method is used, the following requirements apply:

   a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;

   b. Proposals must be solicited from an adequate number of qualified sources;

   c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

   d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

   e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:

   a. The item is available only from a single source;

   b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

   c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or

   d. After solicitation of a number of sources, competition is determined inadequate.

I. Competition

The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific

features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.

K. Non-federal entities are prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

A. Property Standards

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award. The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

B. Equipment

Management requirements.

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

4. Adequate maintenance procedures must be developed to keep property in good condition.

5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

C. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. other information that the school district considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality.

[NOTE: See 2 CFR 200.303, which establishes internal controls that the school district must implement.]

VI. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management.

The school district's financial management systems, including records documenting compliance with federal statues, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with the United States Constitution, federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

2. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.

3. "Omni Circular" or "2 Code of Federal Regulations, Part 200s" or "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

4. "Advance payment" means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, Part 200s under specific conditions:

1. Advisory councils;

2. Audit costs and related services;

3. Bonding costs;

4. Communication costs;

5. Compensation for personal services;

6. Depreciation and use allowances;

7. Employee morale, health, and welfare costs;

8. Equipment and other capital expenditures;

9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;

10. Insurance and indemnification;

11. Maintenance, operations, and repairs;

12. Materials and supplies costs;

13. Meetings and conferences;

14. Memberships, subscriptions, and professional activity costs;

15. Security costs;

16. Professional service costs;

17. Proposal costs;

18. Publication and printing costs;

19. Rearrangement and alteration costs;

20. Rental costs of building and equipment;

21. Training costs; and

22. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;

2. Alcoholic beverages;

3. Bad debts;

4. Contingency provisions (with limited exceptions);

5. Fundraising and investment management costs (with limited exceptions);

6. Donations;

7. Contributions;

8. Entertainment (amusement, diversion, and social activities and any associated costs);

9. Fines and penalties;

10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));

11. Goods or services for personal use;

12. Interest, except interest specifically stated in 2 Code of Federal Regulations, section 200.441 as allowable;

13. Religious use;

14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and

16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

   a. Necessary for the proper and efficient performance or administration of the program.

   b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

   c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three situations:

   a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

   b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

   c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the Federal agency, the agency's Office of Inspector General, and pass-through entity (if applicable). School districts are also required to report matters related to recipient integrity and performance in accordance with Appendix XII of this part. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

a. They are provided under established written leave policies;

b. The costs are equitably allocated to all related activities, including federal awards; and

c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs

Short-term travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;

2. Allowable under the cost principles set forth in the Uniform Grant Guidance;

3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Relocation Costs of Employees

Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.

F. Travel Costs

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

[NOTE: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 Code of Federal Regulations, section 200.208 (Specific Conditions). If the DOE or MDE determines that noncompliance cannot be remedied by imposing additional conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: 1) Temporarily withhold cash payments pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE; 2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance; 3) Wholly or partly suspend or terminate the federal award; 4) Initiate suspension or debarment proceedings as authorized under 2 Code of Federal Regulations, Part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); 5) Withhold further federal awards for the project or program; and/or 6) Take other remedies that may be legally available.]

Legal References:
2 C.F.R. § 200.1 (Definitions: Capital Assets)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205 (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)

2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319(c) (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)

Cross References:

MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Legal Status of the School Board

(Recommended by the superintendent)

A second read of Policy 201: Legal Status of the School Board. The policy describes the purpose, powers and duties of the board as prescribed by law.

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

Attachments:
Policy 201: Legal Status of the School Board - redlined
MSBA Model Policy 201: Legal Status of the School Board

RICHFIELD PUBLIC SCHOOLS

LEGAL STATUS OF THE SCHOOL BOARD

I. Purpose

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

II. General Statement of Policy

A. The school board is the governing body of the ~~school d~~District. As such, the school board has responsibility for the care, management, and control over public schools in the ~~school d~~District.

B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. Definition

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

IV. Powers and Duties

A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.

B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

C. The school board shall superintend and manage the schools of the school district and adopt rules for their organization, government, curriculum and instruction.

D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.

E. The school board shall make and authorize contracts. Direct responsibility for contracts is delegated to the superintendent or designee. Contracts that

exceed the dollar amount outlined in the Administrative Guideline ~~s for Policy~~ 715.1: ~~(~~Purchasing~~)~~, or involve law enforcement personnel, shall be reviewed publicly by the school board in either a consent agenda or individual agenda item.

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

1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the ~~school d~~District;

2. conduct the business of the schools and pay indebtedness and proper expenses;

3. employ and contract with necessary qualified teachers and discharge the same for cause;

4. review curricular changes when they constitute a full change to an entirely new curriculum used by the ~~district~~District;

5. provide services to promote the health of its pupils;

6. provide school buildings and erect needed buildings;

7. purchase, sell, and exchange ~~school d~~District property and equipment as deemed necessary by the school board for school purposes;

8. provide for payment of claims against the ~~school d~~District, and prosecute and defend actions by or against the ~~school d~~District, in all proper cases;

9. employ and discharge necessary employees;

10. provide for transportation of pupils to and from school, as governed by statute; and

11. procure insurance against liability of the ~~school d~~District, its officers and employees.

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

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs and ~~intercession~~ intersession classes of flexible school year programs;

2. furnish school lunches for pupils and teachers on such terms as the school board determines;

3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;

4. lease rooms or buildings for school purposes;

5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;

6. authorize co-curricular and extracurricular activities;

7. receive, for the benefit of the ~~school d~~District, bequests, donations, or gifts for any proper purpose; and

8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References:
Minn. Stat. §123A.22 (Cooperative Centers for Vocational Education)
Minn. Stat. §123B.02 (~~general~~ General ~~powers~~Powers of Independent School Districts)
Minn. Stat. §123B.09 (~~school board powers~~Boards of Independent School Districts)
Minn. Stat. §123B.14 (~~school district officers~~Officers of Independent School Districts)
Minn. Stat. §123B.23 (Liability ~~insurance~~Insurance; Officers and Employees)
Minn. Stat. §123B.49 (~~Co-curricular and~~ Extracurricular Activities; Insurance)
Minn. Stat. §123B.51 (Schoolhouses and Sites; ~~Access Non-curricular Purposes~~Uses for School and Nonschool Purposes)
Minn. Stat. §123B.85 (~~definition~~Definitions)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 33, 199 N.W. 911 (1924)

Cross References:
MSBA Service Manual, Chapter 3, School Board and its Powers
Board Policy 203 - Organization of the Board of Education
Board Policy 208 - Open Meetings and Closed Meetings
Board Policy 715 – Purchasing & Administrative Guideline 715.1

RATIFIED BY THE BOARD OF EDUCATION:~~,~~ November 20, 1995
REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION:
REVISED BY THE BOARD OF EDUCATION:~~,~~ ~~———~~ August 21, 2000~~,~~; August 1, 2005~~,~~;
January 19, 2016~~,~~; December 7, 2020

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Adopted: _____ *MSBA/MASA Model Policy 201*
Orig. 1995
Revised: _____ *Rev. 2022*

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.

B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

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

IV. ORGANIZATION AND MEMBERSHIP

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

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

B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.

C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.

B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.

D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.

E. The school board, among other duties, shall perform the following in accordance with applicable law:

1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;

2. conduct the business of the schools and pay indebtedness and proper expenses;

3. employ and contract with necessary qualified teachers and discharge the same for cause;

4. provide services to promote the health of its pupils;

5. provide school buildings and erect needed buildings;

6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;

7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;

8. employ and discharge necessary employees and contract for other services;

9. provide for transportation of pupils to and from school, as governed by statute; and

10. procure insurance against liability of the school district, its officers, and employees.

F. The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;

2. furnish school lunches for pupils and teachers on such terms as the school board determines;

3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;

4. lease rooms or buildings for school purposes;

5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;

6. authorize cocurricular and extracurricular activities;

7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and

8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References: Minn. Stat. § 123A.22 (Cooperative Centers for Vocational Education)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 123B.23 (Liability Insurance; Officers and Employees)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)
Minn. Stat. § 123B.85 (Definitions)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233 (1924)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the School Board -Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Students and Employees with Communicable and Infectious Diseases

(Recommended by the superintendent)

A second read of Policy 106: Students and Employees with Communicable and Infectious Diseases. This policy puts measures into place to control exposure to communicable and infectious diseases in RPS while protecting the rights of individuals who are infected.

This policy has been reviewed by the Health Services Department, and no substantive changes are recommended at this time. Suggested changes have been included to adhere to District branding and style guidelines.

Attachments:
Policy 106: Students and Employees with Communicable and Infectious Diseases - redlined
MSBA Model Policy 420: Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions

RICHFIELD PUBLIC SCHOOLS

STUDENTS AND EMPLOYEES WITH COMMUNICABLE AND INFECTIOUS DISEASES

I. PURPOSE

Students and staff of ~~the school district~~Richfield Public Schools shall be able to attend or work in the ~~district~~ District in an environment where exposure to communicable or infectious disease is controlled. This requires that the school board ~~adopt~~ approve measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to ~~adopt~~ approve such measures.

II. GENERAL STATEMENT OF POLICY

A. Cooperation with Minnesota Department of Health

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

B. Students

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

C. Employees

It is the policy of the school board that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a

risk of the transmission of disease to students and employees or others in the ~~school d~~District. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the ~~school d~~District.

D. Special Circumstances and Conditions

Determination of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the ~~school d~~District will be made on a ~~case-~~case-by-case basis. ~~-~~Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (potential harm to third parties), the probability the disease will be transmitted (level of risk), and mitigation measures (factors designed to reduce risk)

E. Students with Special Circumstances and Conditions

The ~~Superintendent~~ superintendent or designee, in consultation with the ~~district's~~ District's licensed school nurse, the infected individual's health care provider, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others~~,~~ and consider the least restrictive appropriate educational placement. Periodic reevaluation as deemed necessary by the student's health care provider, the student's parent(s)/guardian(s), public health, and school team members will occur.

F. Extracurricular Student Participation

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

G. Precautions

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

H. Information Sharing

1. Employee and student health information shall be shared within the ~~school d~~District only with those whose jobs require such information

and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the ~~school d~~District only in accordance with state and federal law and with the ~~school d~~District's policies on employee and student records and data.

I. Reporting

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

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J. Prevention

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

1. planning materials, guidelines, and other technically accurate and updated information that supports the reduction of risk and methods for reducing the likelihood of infection from disease;

2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;

3. cooperation and coordination among school districts and ~~Service~~ service ~~Cooperatives~~cooperatives;

4. a targeting of adolescents

5. involvement of parents and other community members;

6. in-service training for ~~district~~ District staff;

7. collaboration with local community health services, agencies and organizations and state agencies and organizations having an infection and disease prevention or risk reduction program;

9. participation by state and local student organizations.

10. The program must be consistent with the health and wellness curriculum.

11. The ~~school d~~District may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

K. Vaccination and Screening

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

Legal References:

Minn. Stat. § 121A.23 (~~Health-Related Programs~~Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441-442 (Tuberculosis Screening in Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. ~~1401~~ 1400 et seq. (IDEA) (Individuals with Disabilities Education Act)
29 U.S.C. 794 et seq. (504 of Rehabilitation Act of 1973)
42 U.S.C. 12101 et seq. (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, 107 S.Ct. 1123 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990
~~Minn. Stat. § 121A.23 (Health-Related Programs)~~
~~Minn. Stat. § 144.441-442 (Tuberculosis)~~
~~Minn. Stat. Ch. 363A (Minnesota Human Rights Act)~~
~~20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)~~

Cross References:

Board Policy 5047—: Education of ~~Homeless~~ Children Experiencing Homelessness
Board Policy 581—: Protection and Privacy of Pupil Records
Administrative Guideline 581.1—: Access to Pupil Records by School Volunteers
Administrative Guideline 581.2—: Release of Student Records
Administrative Guideline 782—: Environmental Health and Safety Standards
Board Policy 403—: Disability Nondiscrimination
~~MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)~~
Board Policy 505—: Student Disability Nondiscrimination

RATIFIED BY THE BOARD OF EDUCATION: May 19, 1996
REVIEWED BY THE BOARD OF EDUCATION: February 21, 2017
REVISED BY THE BOARD OF EDUCATION: December 15, 1997; March 21, 2005; March 6, 2017; November 16, 2020

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Adopted: _____ *MSBA/MASA Model Policy 420*
Orig. 1995
Revised: _____ *Rev. 2022*

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

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Students

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

B. Employees

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

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is

transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.

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

D. Students with Special Circumstances and Conditions

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

E. Extracurricular Student Participation

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

F. Precautions

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

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

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

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statutes section 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;

2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;

3. cooperation and coordination among school districts and Service Cooperatives;

4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;

5. involvement of parents and other community members;

6. in-service training for district staff and school board members;

7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;

8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and

9. participation by state and local student organizations.

10. The program must be consistent with the health and wellness curriculum.

11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

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

Legal References: Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 142 (Testing in School Clinics)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

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

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Safe Routes to School Plan

(Recommended by the superintendent)

That the board of education approve the 2025 RPS Safe Routes to School Comprehensive Plan.

Background Information
In 2024, Richfield Public Schools was awarded a $45,000 Planning Assistance grant from MnDOT to develop an updated Safe Routes to School (SRTS) Comprehensive Plan for the District. The existing SRTS Comprehensive Plan written in 2014 was outdated, and most of the recommendations had already been completed. During the 2024-25 school year, Alta Planning + Design assisted Richfield Public Schools and the City of Richfield in writing an updated SRTS Comprehensive Plan that meets the District where we are today and gives guidance for our SRTS work over the next 5-7 years.

Attachments
Safe Routes to School Executive Summary
Safe Routes to School Comprehensive Plan

RICHFIELD PUBLIC SCHOOLS

SAFE ROUTES TO SCHOOL

Executive Summary



The Vision

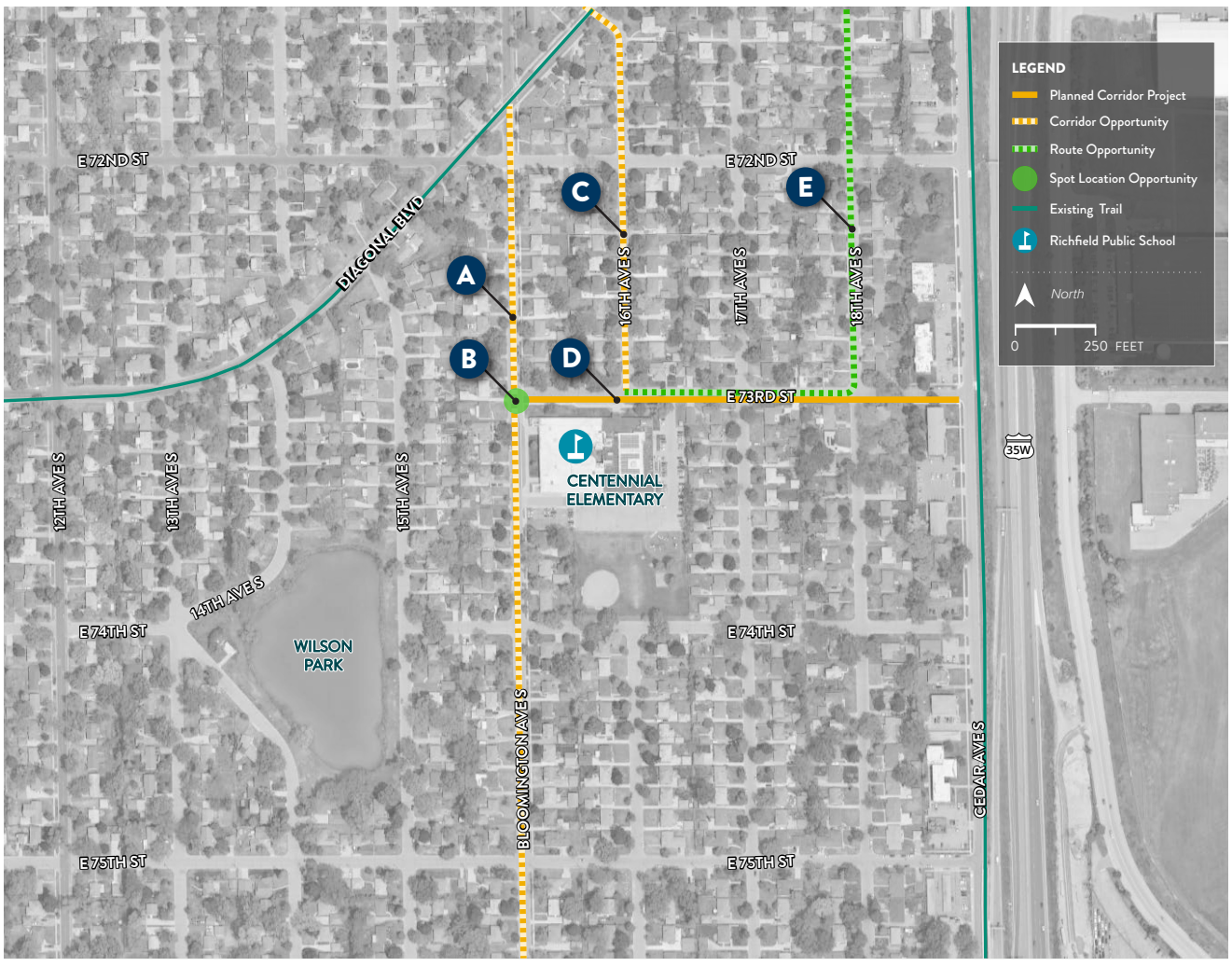
A plan to make walking, biking, and rolling to school a safe, accessible, and fun aspect of physical and emotional health for students and all members of the Richfield community.

In June 2025, the City of Richfield and Richfield Public Schools completed a year-long planning process that culminated in a Safe Routes to School (SRTS) plan. The SRTS plan identifies policies, infrastructure improvements, and program strategies to create a safe, comfortable, and fun active transportation system and culture of walking and biking to school, with a focus on addressing equity in transportation and meeting the needs of underresourced groups.

This executive summary highlights near-term, high-priority recommendations from the SRTS Plan.

Infrastructure

Engineering projects that improve streets and routes



A Implement traffic calming measures, especially between E 73rd St and E 74th St, to slow traffic near Centennial Elementary.

B Add an east-west crossing treatment across Bloomington Ave on the north side of 73rd St to connect the school with an existing Metro Transit bus stop and neighborhoods to the west.

C Implement traffic calming measures to make this neighborhood route more comfortable.



Programs

Opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.

Building on the solid history of SRTS work in Richfield, the planning team identified three goals to guide future program efforts:

1. Ensure the sustainability of SRTS efforts
2. Build culture and community around walking and biking to school
3. Maintain strong bike education

The full plan provides a number of program ideas that may be chosen and tailored to each school in the district, based on an individual school's need. The goals above should provide guidance as school, city, and community partners identify appropriate programs for implementation, with strategic direction from the district SRTS Coordinator.



School Streets

School Streets are temporary car-free zones adjacent to or leading up to a school that are strategically closed to vehicle traffic and opened to students walking, biking, and rolling. School Streets help manage traffic and improve safety during school arrival and dismissal by eliminating vehicle congestion in front of schools and creating an environment where students can safely walk, bike, roll, play and learn before, during, and after school.

How will this be implemented?
The MnDOT school streets guide has helpful information for planning a school street. The best candidate locations for school streets are at schools with a grid street pattern, with alternative ways to drive around the area.

Why is this relevant and recommended?
School streets eliminate through traffic along this portion of the school and create a new space for students to engage in physical activity before and after school.

How will this address transportation inequities?
A School Street provides additional space for recreation for all students. This provides recreation time for students who do not have an opportunity to walk or bike to school.

Who needs to be involved to make this happen?
Students, school staff, and parents/community members.

What is the timeline for implementation?
Medium term (2-3 years).

RICHFIELD PUBLIC SCHOOLS

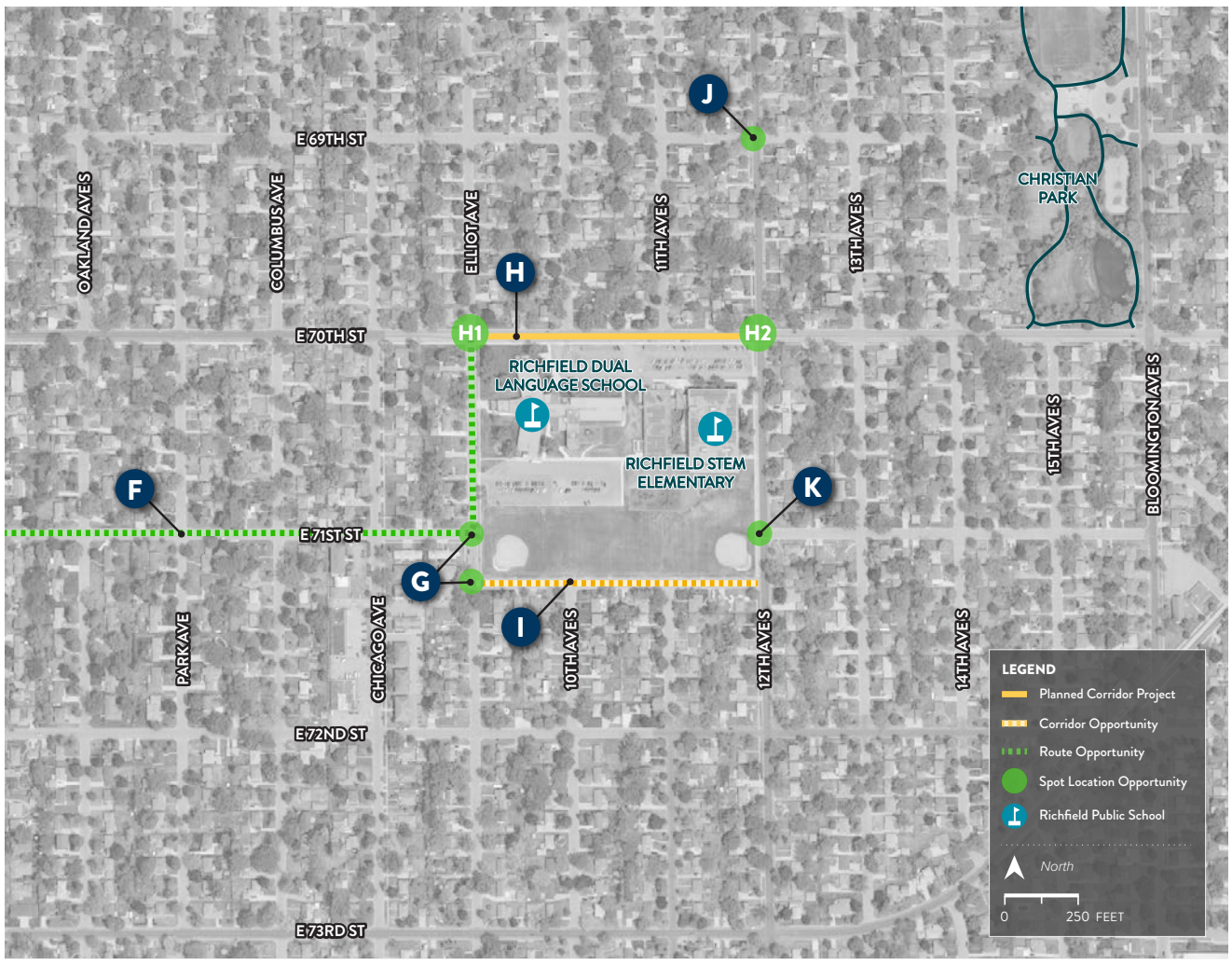
SAFE ROUTES TO SCHOOL

Executive Summary



Infrastructure (continued)

Engineering projects that improve streets and routes



H1 Conduct a stop warrant analysis to see if an all-way stop would be supported here, which would create more crossing gaps and reduce dangerous movements from driver frustration.

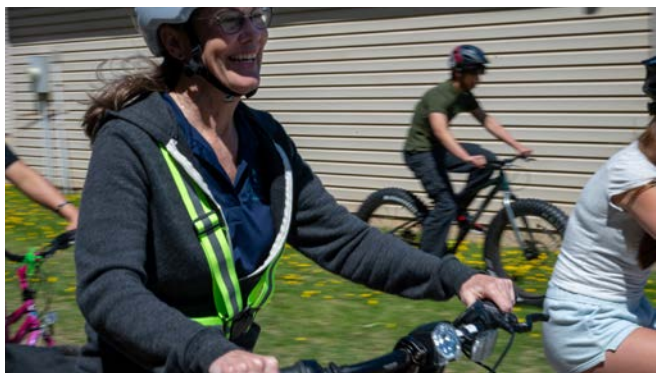
I Potential location for a drop-and-walk behind the school to reduce congestion on E 70th St, utilizing recently added sidewalk and curb ramps on 71st St. Add landing facilities for a loading zone, and a path from E 71st St to the existing sidewalk near the playground.

K Add (quick build) bumpouts to calm traffic, increase crossing visibility, and shorten crossing distance across 12th Ave.



Programs (continued)

Education, encouragement, engagement



Caregiver Workshops

How will this be implemented?
Identify community partners, such as City departments or cultural organizations, to host workshops with the school's SRTS Coordinator. Summer workshops would prepare families for back-to-school walking and biking, and take advantage of SRTS Coordinator capacity. Content can be tailored to each community's need, and pull from recent trauma-informed SRTS work.

Why is this relevant and recommended?
Many parents were enthusiastic about Safe Routes to School, but didn't know where to start with their student.

Who needs to be involved to make this happen?
School staff, Bike MN, community partners.

What is the timeline for implementation?
Short term (1 year).



Crossing Guard Program

How will this be implemented?
At intersections of concern, explore opportunities to expand use of adult crossing guards. The position could be augmented by an existing part-time school staff position, public safety staff, or supported with new, creative funding solutions.

Why is this relevant and recommended?
Families are concerned about crossing safety near schools. Crossing guards can help address the safety concern while long-term infrastructure improvements are designed and implemented.

How will this address transportation inequities?
Crossing guards would improve access between schools and busier roads, providing more peace-of-mind for parents with inflexible work schedules who rely on their students to get themselves to/from school.

Who needs to be involved to make this happen?
School staff, City of Richfield.

What is the timeline for implementation?
Short term (1 year).

RICHFIELD PUBLIC SCHOOLS

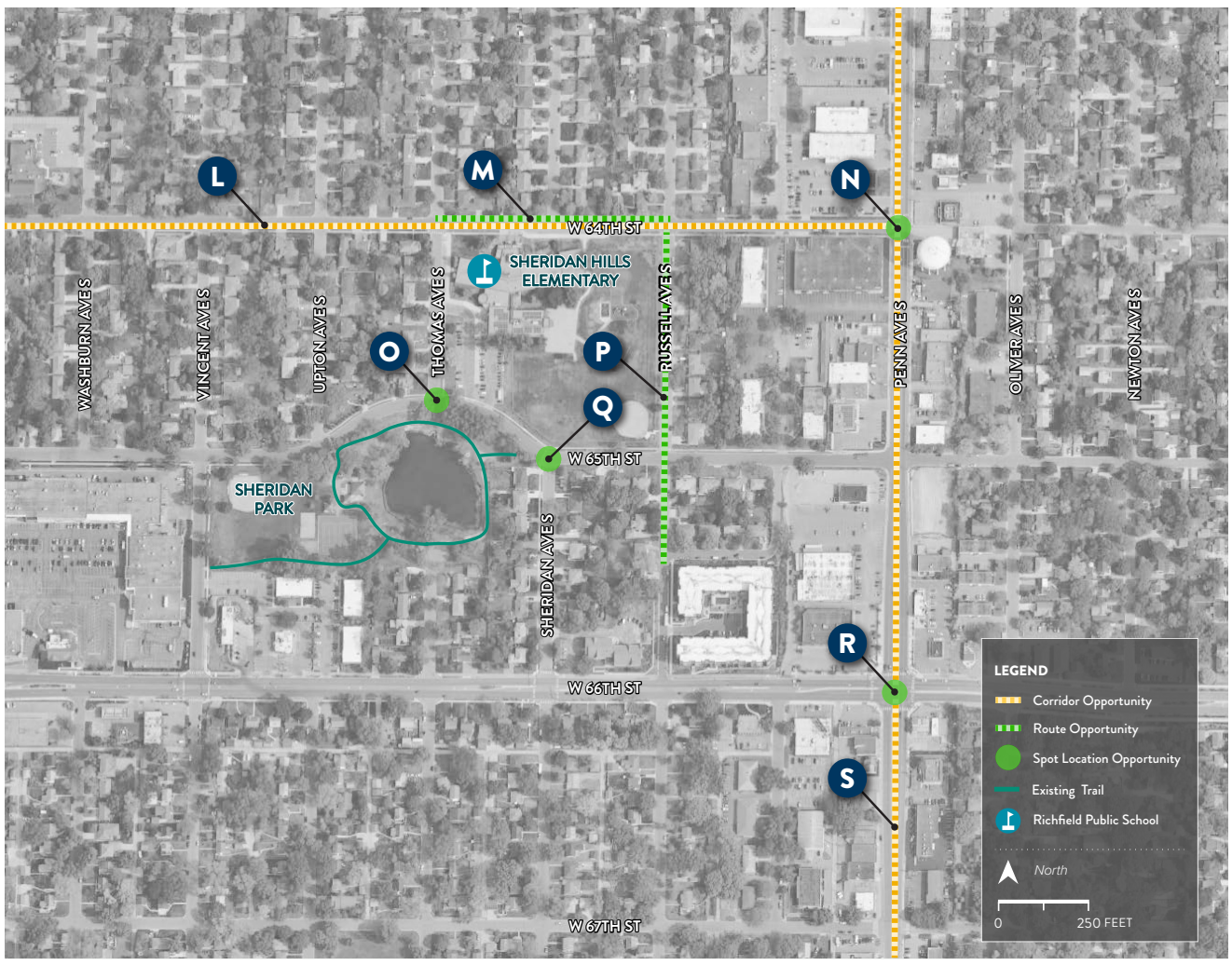
SAFE ROUTES TO SCHOOL

Executive Summary



Infrastructure (continued)

Engineering projects that improve streets and routes



M — Install a sidewalk connecting the existing sidewalk east of Russell Ave west to Thomas Ave along the north side of W 64th St.

O — Install a raised crosswalk on Thomas Ave and curb extensions on W 65th St.

P — Install a sidewalk along the west side of Russell Ave.

Q — Implement daylighting (adding paint and bollards to prevent parking too close to the corner) at this crossing location. Add advanced warning signage for westbound traffic on W 65th St to improve crossing visibility.



Programs (continued)

Education, encouragement, engagement



Drop and Walk

How will this be implemented?
School communications can encourage families driving to school to drop off students at a central location nearby. For example, parks and green spaces near schools may be utilized for a drop-and-walk.

Why is this relevant and recommended?
Walking on the way to school provides students an opportunity to start their day with activity and spend time in green space. Using more dispersed drop-off areas would also reduce the number of cars adding to congestion and safety concerns closer to school.

How will this address transportation inequities?
This program will promote walking and allow all students to participate in SRTS, even if they ride the bus.

Who needs to be involved to make this happen?
Students, School staff, crossing guards, parent volunteers.

What is the timeline for implementation?
Short term (1 year).



Encouragement Days

How will this be implemented?
In October, February, and May to start, adults or secondary school students can lead walking or biking groups along pre-identified routes. MnDOT provides materials and contests to promote the events.

Why is this relevant and recommended?
These events build enthusiasm for walking and biking, and help families try out new transportation options/routines.

How will this address transportation inequities?
Coordinated events can make walking and biking accessible to students disproportionately impacted by unsafe crossings.

Who needs to be involved to make this happen?
School staff, students, parents.

What is the timeline for implementation?
Short term (1 year)

RICHFIELD PUBLIC SCHOOLS

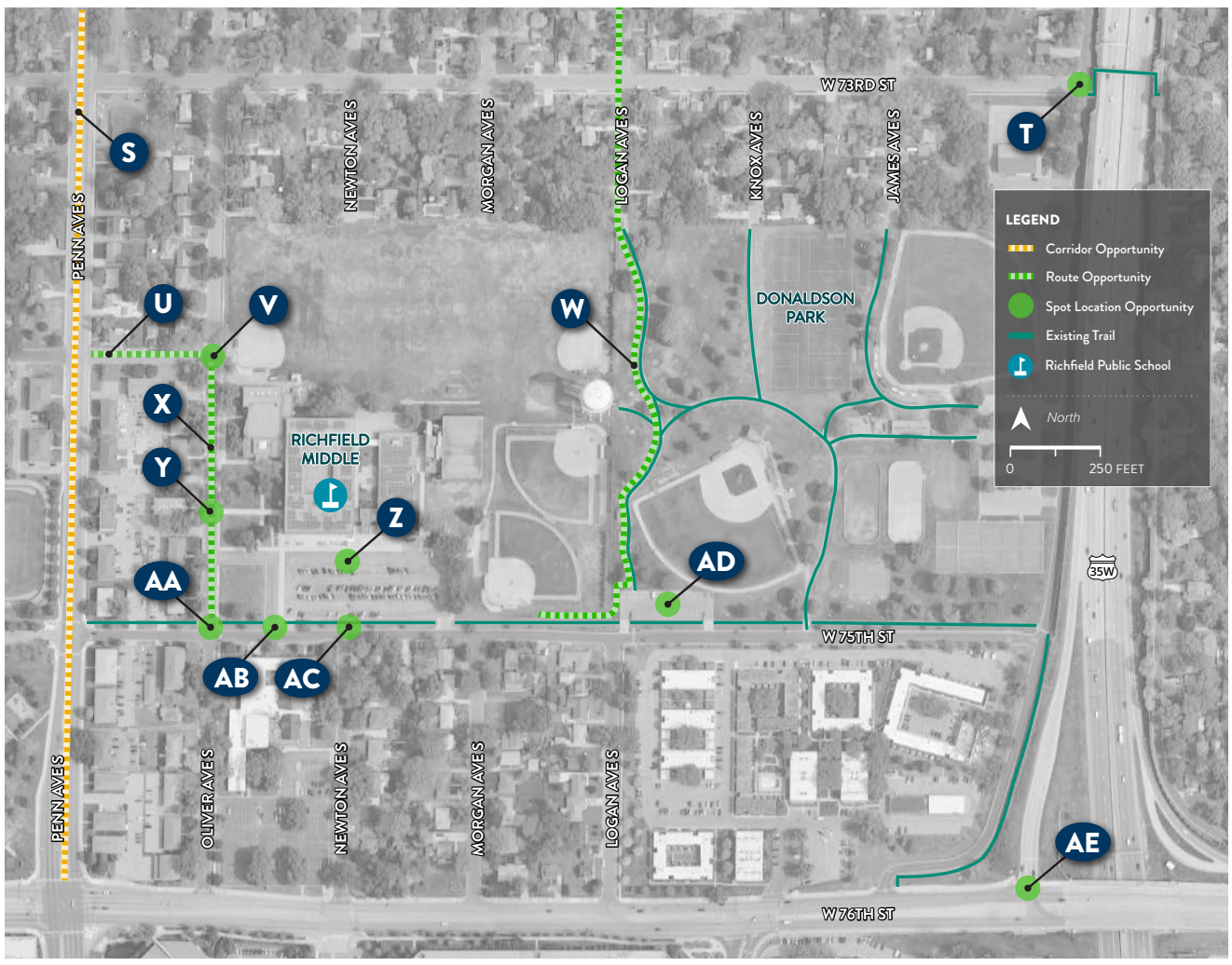
SAFE ROUTES TO SCHOOL

Executive Summary



Infrastructure (continued)

Engineering projects that improve streets and routes



V Add a marked school crosswalk across Oliver Ave to connect with the school grounds; in the short-term using paint, in the long-term including accessible curb ramps at the new sidewalk on Oliver Ave (Recommendation X).

Y Formalize a mid-block crosswalk at the school sidewalk to provide more visibility around what is already an informal crossing location; In the long-term, add curb ramps to connect with the potential future west-side sidewalk (Recommendation X).

AA In the short term, add quick build daylighting (adding paint and bollards to prevent parking too close to the corner) around the existing marked crossing. In the medium term, add a raised crossing in place of the existing marked crossing.



Programs (continued)

Education, encouragement, engagement



On-Site Bike Maintenance

How will this be implemented?
PTO or school/district staff could partner with community organizations such as Bike MN or local bike shops to provide subsidized maintenance tools and workshops.

Why is this relevant and recommended?
Bringing existing bicycles up to a rideable condition makes riding to school feasible when it otherwise wasn't. These partnerships can also grow enthusiasm for biking to school among students and families.

How will this address transportation inequities?
Access to bicycle maintenance tools can be a financial or cultural barrier for many families. Students with limited resources would benefit from outside support to repair and upkeep a reliable bicycle.

Who needs to be involved to make this happen?
School/district staff, parents/PTO, community partners.

What is the timeline for implementation?
Short term (1 year).



Health Campaign

How will this be implemented?
A health campaign can begin any time that there are staff resources to organize events and materials. Communications can be built into existing school and community channels used to reach parents and caregivers.

Why is this relevant and recommended?
Education on the health message of biking seems to have dropped among Latino families, based on the results of the SRTS Richfield engagement survey. Promoting the health incentive can build enthusiasm for families who may not otherwise try biking or walking.

How will this address transportation inequities?
This program could address barriers of concern for specifically Latino families as a priority populations.

Who needs to be involved to make this happen?
School staff, Bike MN, culturally specific community partners.

RICHFIELD PUBLIC SCHOOLS

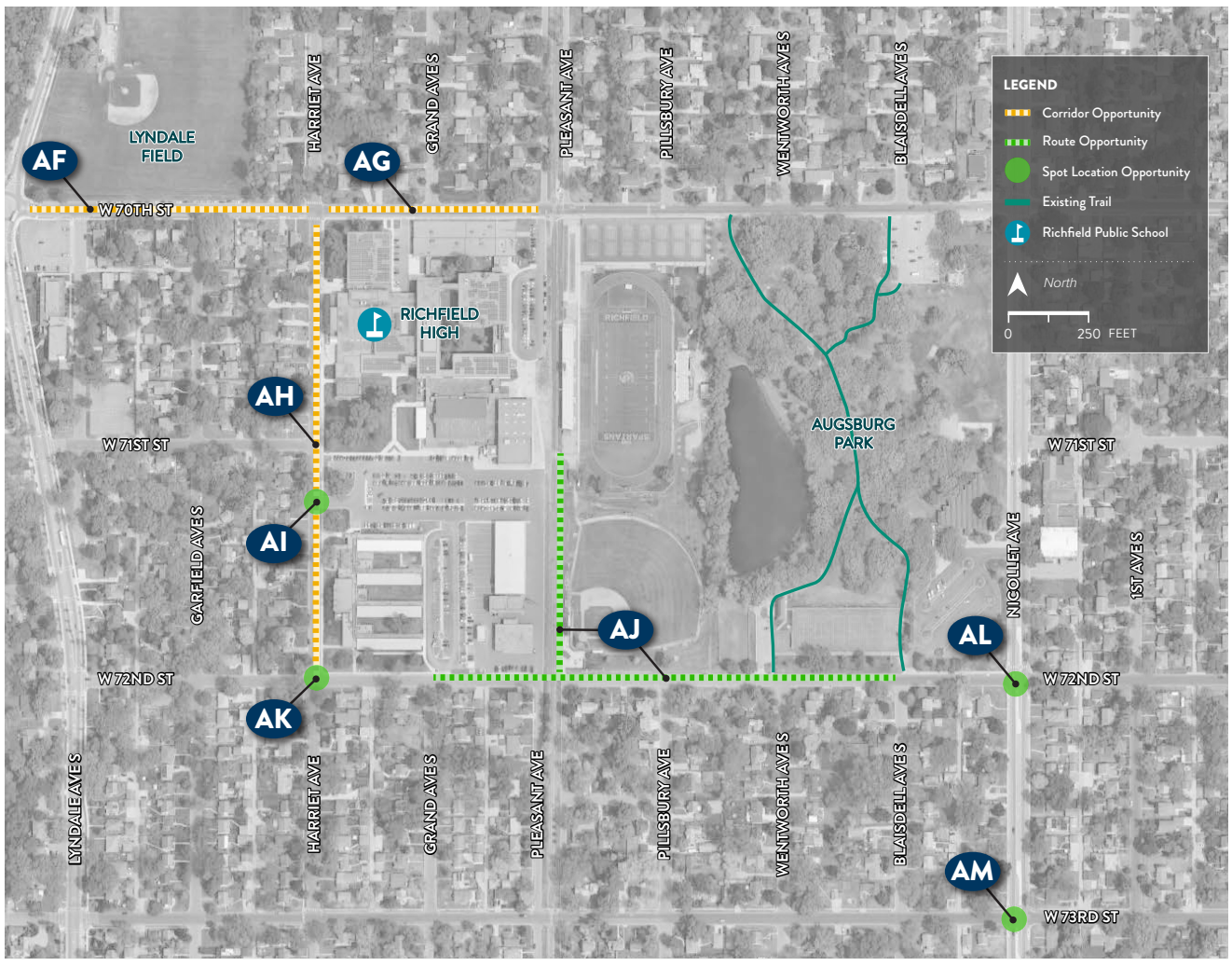
SAFE ROUTES TO SCHOOL

Executive Summary



Infrastructure (continued)

Engineering projects that improve streets and routes



AG In the short term, add bollards to existing bike lanes along W 70th St. In the long term, install sidewalk-level, oneway separated bikeways along W 70th St.

AH Install a raised crosswalk on Harriet Ave at W 71st St and chicanes on Harriet Ave.

AI Explore pedestrian visibility improvements and traffic calming at the driveway exit, such as adding bollards between the inbound and outbound lanes, adding a raised crosswalk across the driveway, or installing artistic crosswalks.

AK Explore short and long-term opportunities to narrow crossing distances, improve visibility for pedestrians, and improve accessibility of the existing crossing. Potential improvements range from quick build bollard and painted curb extensions, to raised crossings.



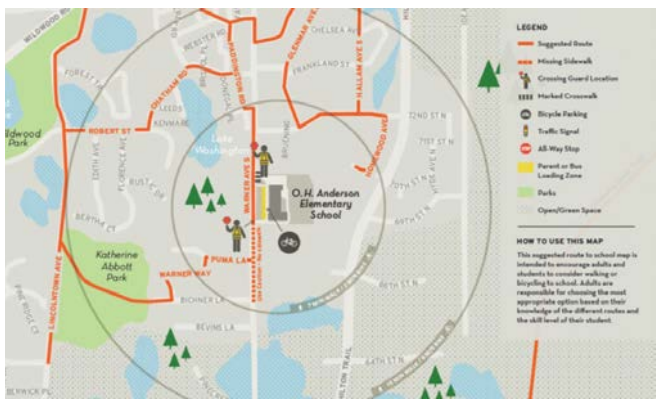
Programs (continued)

Education, encouragement, engagement



SRTS Coordinator Position

How will this be implemented?
Continue to fund a SRTS Coordinator position, potentially with funding support from MnDOT.
Why is this relevant and recommended?
Having a SRTS Coordinator to serve as point person between the many elements of SRTS planning and programming is vital to having a long-term, successful SRTS program.
How will this address transportation inequities?
SRTS coordinators are able to build long-term relationships with community partners, developing understanding to help support communities with the highest transportation burdens.
Who needs to be involved to make this happen?
School staff.
What is the timeline for implementation?
Medium term (2-3 years).



Suggested Route Maps

How will this be implemented?
Richfield has existing route maps for the schools in this plan (excluding RCEP), updated in 2023. The map can be easily updated in the future and could include winter maintenance responsibilities.
Why is this relevant and recommended?
Particularly when there are major barriers, route maps can help to guide students along relatively safe routes and to navigate difficult crossings safely. Adding winter maintenance info helps community members contact the correct partner when there are issues or questions.
How will this address transportation inequities?
This program can provide families with a shared baseline understanding of walking conditions, even if they do not feel confident in that knowledge on their own.
Who needs to be involved to make this happen?
School district and City staff, MnDOT/SHIP.

RICHFIELD PUBLIC SCHOOLS

SAFE ROUTES TO SCHOOL

Executive Summary



Infrastructure (continued)

Engineering projects that improve streets and routes



AN Add a sidewalk on the east side of 4th Ave between 70th St and 71st St.

AO Explore better waiting infrastructure for students using this school bus stop.

**There were no high priority recommendations at Richfield College Experience Program. The recommendations shown here were identified as low priority.*



Get Involved

Want to help make it safer, easier, and more comfortable to walk and bike to school in Richfield? Contact your Safe Routes to School coordinator to learn how to get involved.

Tim Brackett | Richfield Public Schools Safe Routes to School Coordinator
timothy.brackett@rpsmn.org

Learn more about SRTS in Minnesota at www.dot.state.mn.us/saferoutes

MINNESOTA SAFE ROUTES TO SCHOOL

Programs (continued)

Education, encouragement, engagement



Traffic Garden / Bike Park

How will this be implemented?

An underutilized corner of pavement in a parking lot or edge of a playground could be transformed into a traffic garden with paint. Funding may be available from a MnDOT grant, and installation could involve volunteers. Students could be involved in the design.

Why is this relevant and recommended?

A designated space on school grounds would provide opportunities for students to incorporate walking and biking into the school day, either during recess, during PE classes, or as a break at other times.

How will this address transportation inequities?

Incorporating walking and biking into the school day, especially if the bike fleet is available, can provide opportunities for students who live farther from school.

Who needs to be involved to make this happen?

School/district staff, MnDOT/SHIP, volunteers.

What is the timeline for implementation?

Medium term (2-3 years).



Walking School Bus and Bike Train

How will this be implemented?

Parents/caregivers of students who already walk or bike to school can organize along their current route. School staff can share materials with families to help jump-start the initiative. Families along routes can use Whatsapp chat groups to share updates on their student's way to school.

Why is this relevant and recommended?

These groups build enthusiasm for walking and biking, and help parents and caregivers feel more confident in their student's safety getting to school.

How will this address transportation inequities?

These groups help parents or caregivers who have inflexible work schedules, such as shift work, feel confident that their student can get to school safely.

Who needs to be involved to make this happen?

Students, parents/caregivers, and school staff.

What is the timeline for implementation?

Medium term (2 years).

SAFE ROUTES TO SCHOOL

A plan to make walking, biking, and rolling to school a safe, accessible, and fun transportation choice benefiting the physical and emotional health of students, parents, and all members of the Richfield community.

RICHFIELD PUBLIC SCHOOLS
RICHFIELD, MN

JUNE 2025



MINNESOTA
SAFE ROUTES TO SCHOOL

Acknowledgments

We gratefully acknowledge the participation of the following individuals and organizations in the development of this Safe Routes to School Plan.

SRTS LOCAL PLANNING TEAM

Tim Bracket
Richfield Public Schools, SRTS Coordinator

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City of Richfield, Transportation Engineer

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City of Richfield, City Engineer

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City of Richfield, Director of Parks & Recreation

Chris Link
City of Richfield, Deputy Public Works Director

Brittany Bartlett
City of Richfield, Equity Coordinator

Dan Kretsinger
Richfield Public Schools, Director of Facilities and Transportation

Craig Holje
Richfield Public Schools, Chief Human Resources & Administration Officer

Christina Gonzalez
Richfield Public Schools, Director of Student Support Services

Paula Cole
Richfield School Board, Director

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Colleen Mahoney
Centennial Elementary, Principal

Matthew Arnold
Richfield Dual Language School, Principal

Ashley Schaefer
Richfield Middle School, Assistant Principal

Stacy Theien-Collins
Richfield High School, Principal

Kasya Willhite
Richfield College Experience Program, Director

Monique Tweh
Richfield Public Schools, Lead School Social Worker

Sean Hayford Oleary
City of Richfield, City Council Member

Joe Griffin
Richfield Police Department, Lieutenant

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MINNESOTA SAFE ROUTES TO SCHOOL

DEPARTMENT OF TRANSPORTATION

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ORGANIZATION OF THIS REPORT

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School in Richfield, including students, caregivers, teachers, school administrators, City staff, elected officials, and county and state employees. This plan focuses on key information and recommendations, while the appendices document additional participation, analysis, resources, and deliberation that shaped the development of the plan.

THE VISION

A plan to make walking, biking, and rolling to school a safe, accessible, and fun transportation choice benefiting the physical and emotional health of students, parents, and all members of the Richfield community.

THE 6 Es

Safe Routes to School (SRTS) programs rely on six core strategies, called the "Six Es," to work toward their vision.

EQUITY – THE OVERARCHING E

Prioritizing positive outcomes for students from lower-income households; Black, Indigenous, and other students of color; students with disabilities; and other students who face disproportionate barriers to walking, biking, and rolling to school because of their group membership. This plan uses the term "priority populations" to refer to disproportionately impacted groups of students and other community members.

ENGAGEMENT

Working with students, families, school staff, and community members and organizations, especially those from priority populations, to identify needs, better understand barriers, and create solutions together for walking, biking, and rolling.

EVALUATION

Measuring how Safe Routes to School initiatives are implemented (process evaluation) and what their impacts are (outcome evaluation), especially how initiatives Engage with and support priority populations.

EDUCATION

Providing students and other community members, especially those from priority populations, with skills and knowledge about walking, biking, and rolling.

ENCOURAGEMENT

Normalizing a culture of walking, biking, and rolling through incentive programs, events, and activities that center priority populations.

ENGINEERING

Developing Equity-focused changes to the built environment that support youth travel, designed and prioritized through community Engagement.

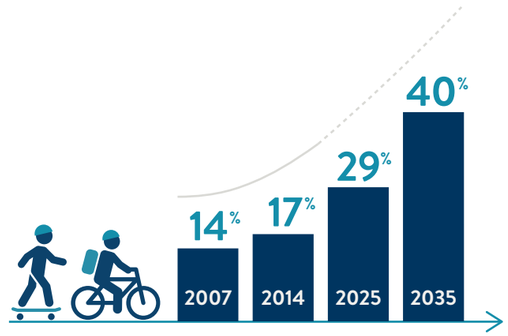




01. WHY SAFE ROUTES TO SCHOOL?

Why Safe Routes to School?

Today, less than 20% of K-8 students walk or bike to school, but as recently as 1970, nearly 50% of students walked or biked to school. Where schools and housing are located, how roads are designed, and how automobiles are regulated have all contributed to this decline. Through policy changes, infrastructure improvements, and programs, Safe Routes to School helps create physical and social environments that empower students, their families, and their communities to walk and bike more often. Communities that participate in Safe Routes to School also benefit from less air, noise, and water pollution; lower road maintenance costs; and more pleasant streetscapes for pedestrians, bicyclists, and drivers alike.



SRTS initiatives are contributing to more students and families walking and biking to school.



Most kids are not getting enough physical activity.



Roads near schools are congested, decreasing safety and air quality for children.

KIDS WHO WALK OR BIKE TO SCHOOL:

- Arrive alert and able to focus on school
- Feel better about their physical health
- Are more likely to have good mental health
- Get most of their recommended daily physical activity just from traveling to and from school
- Have better school performance and test scores

A REINFORCING CYCLE OF WALKING AND BIKING TO SCHOOL



- More students walking and biking to school
- Greater focus on policies, infrastructure, and programs to support walking and biking
- Safer and easier routes to and from school
- Better air quality and more pleasant bike and pedestrian environments

*More information, including primary sources, can be found at http://guide.saferoutesinfo.org.



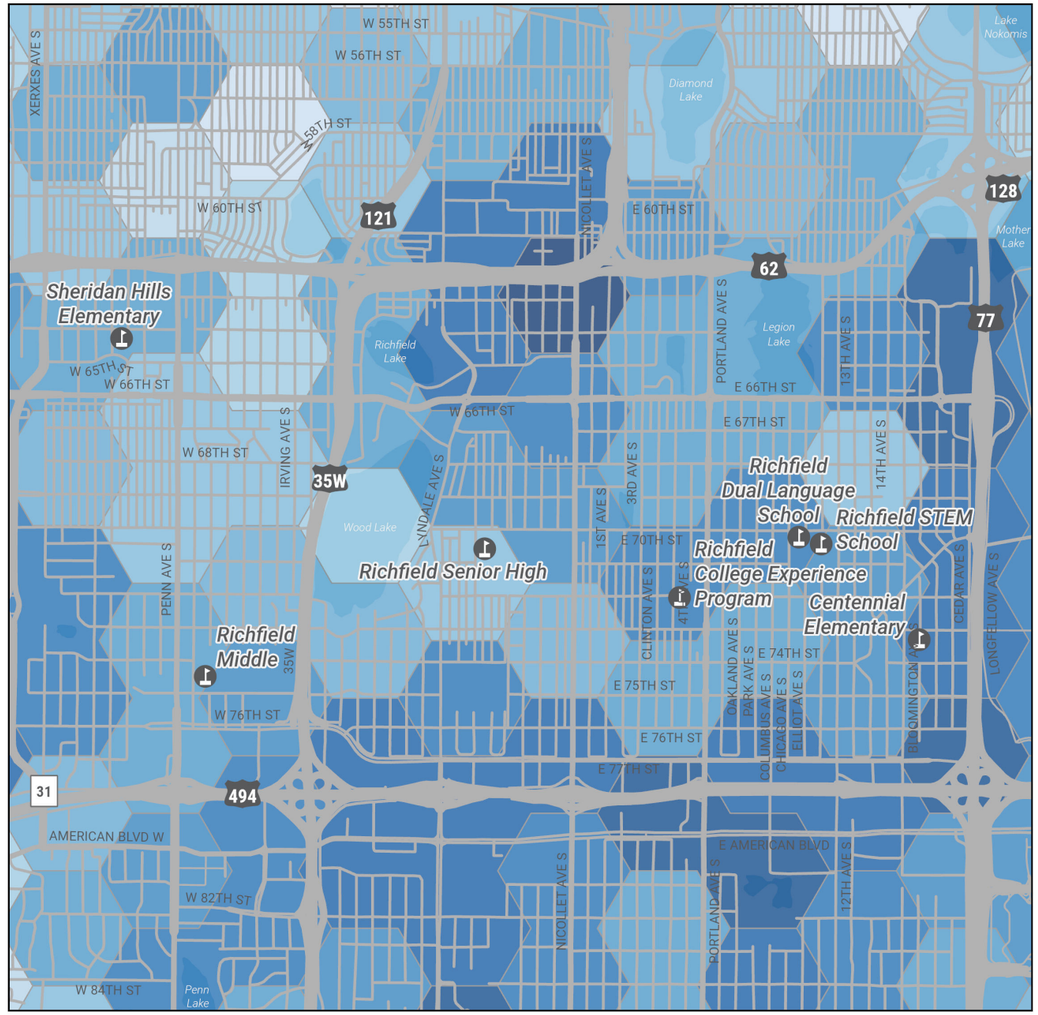
Equity in SRTS

Disparities in access to resources such as high-quality jobs, schools, parks, healthcare, food, and a full range of transportation choices impact the health and well-being of communities. These differences are not random—they are the results of government policy and funding in the past and present, which has worked to the benefit of some and to the disadvantage of others.

Equity in Safe Routes to School is impacted by transportation system inequities—such as limited access to high-quality walking and biking infrastructure or the presence of highways or busy roads in lower-income neighborhoods and neighborhoods with more BIPOC (Black, Indigenous, and People of Color) individuals—as well as inequities in related systems. For example, racial wealth inequities and racial discrimination in housing mean that BIPOC or lower-income students may live further away from schools than their white peers and those from higher-income families.

Safe Routes to School works to address these inequities through programs, infrastructure, and policy improvements that help priority populations. Priority populations include individuals, groups, and communities who are more likely to rely on walking, biking, or transit for transportation; are more vulnerable to unsafe traffic conditions; or have suffered historic disinvestment in safe, comfortable, walking and biking infrastructure.

By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the Richfield Safe Routes to School team worked to develop recommendations that support equity in walking and biking to school. The equity map on the next page shows the highest concentration of priority equity areas in Richfield, mostly following Hwy 77 and I-494, with a small area of high equity priority near Lyndale and I-35W/Hwy 62.



RICHFIELD
SAFE ROUTES TO SCHOOL

0 0.2 0.4 MILES

Active Transportation Equity Score

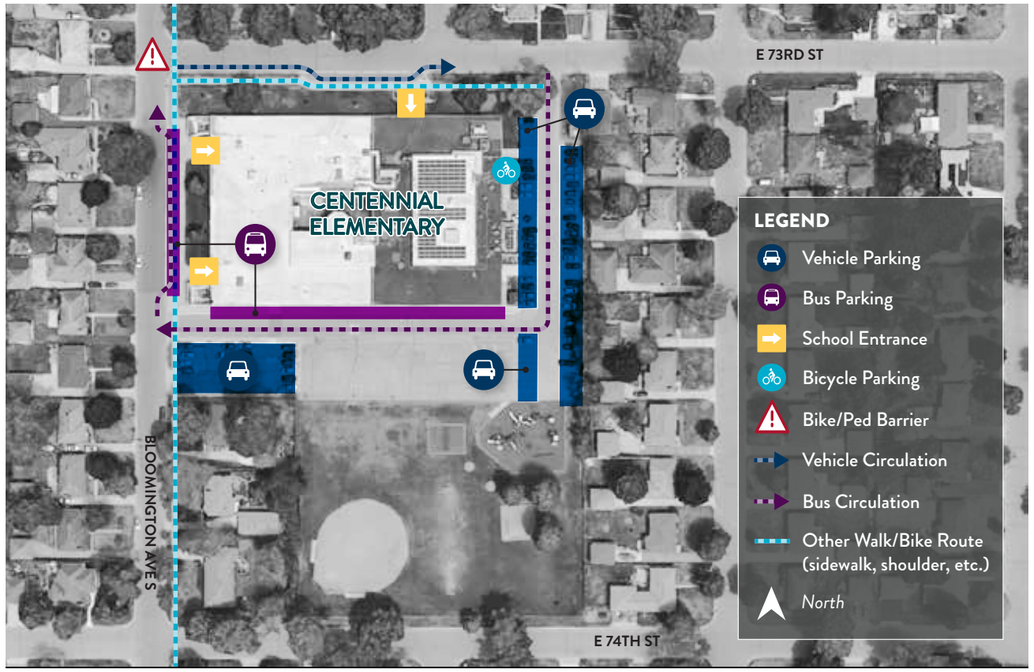
Lower Priority for Equity Investments

Higher Priority for Equity Investments

MINNESOTA SAFE ROUTES TO SCHOOL

alta

Centennial Elementary



SITE CIRCULATION:

Pedestrians and Bicyclists: Walkers and bikers use the school entrance on E 73rd St. In 2023 a demonstration project tested out a walking and biking path connecting the school with Cedar Ave to the east. After positive community feedback, the City will be constructing a permanent path along E 73rd St in the coming year.

Those coming from neighborhoods to the south and north can use the sidewalk along Bloomington Ave or shared use path along Cedar Ave. Alternatively, students and caregivers walk in the street on quieter neighborhood side-streets.

School Buses: School buses drop off and pick up students on the back (south) side of the school. Special education vehicles use the loading space on Bloomington Ave, on the west side of school.

Vehicles: Parents and caregivers drop off and pick up students from E 73rd St. Currently, school staff set out cones to separate the lane of waiting vehicles from through traffic. With the upcoming street improvements on E 73rd St, this will likely change.

SCHOOL CONTEXT:*

Centennial Elementary

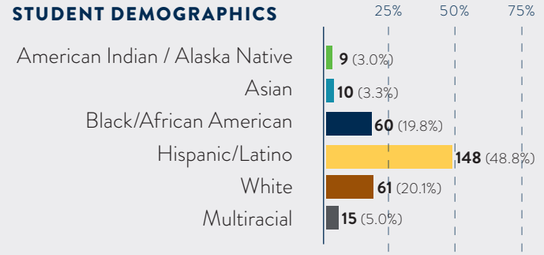
ENROLLMENT:

300

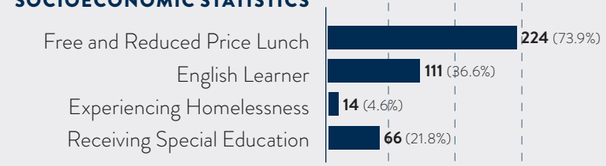
GRADES SERVED:

Pre K-5

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



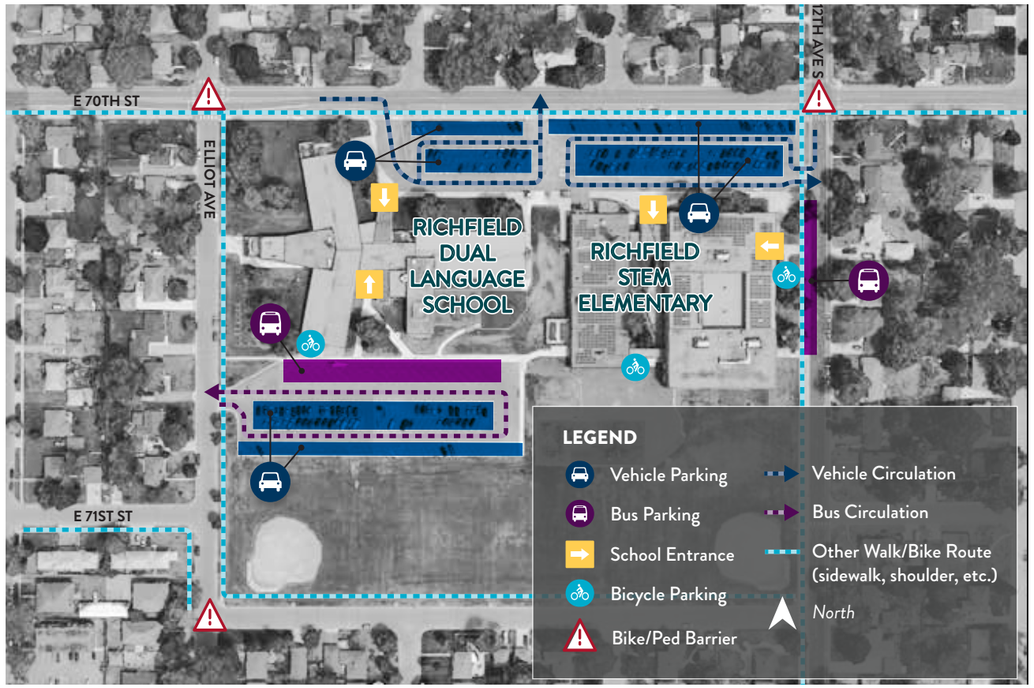
**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Centennial Elementary student population is predominantly Hispanic/Latino, with smaller subsets of students who are Black or White. Few students are Multiracial, Asian, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible student (224 students, or 73.9%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the east and southeast of Centennial Elementary (map, page 11).
- Currently, most Centennial students arrive to school by bus or family vehicle. About 8% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 1+ mile away to fall in the busing zone. Of the 300 students in 2024, 16%, or 48 students were ineligible for busing.



Richfield Dual Language School



SITE CIRCULATION:

Pedestrians and Bicyclists: Many students and families walk to RDLS from the surrounding neighborhood. There are sidewalks along E 70th St, unlike many of the surrounding side streets, so E 70th St is a key walking and biking route to reach RDLS. There are crossing guards and student patrols at both corners of the school campus on E 70th St, who shared that the crossings felt like barriers without a crossing guard present.

There is a bike lane along E 70th St, however parents and caregivers regularly queue in the bike lane while waiting to get into the school parking lot. Bike racks are located away from E 70th St, on the south side of the school.

Students walking or biking from the south use sidewalks along the edges of the school grounds to reach the school building.

School Buses: School buses drop off and pick up students in the parking lot on the south side of the school, entering and exiting at the same driveway on Elliot Ave. Special education vehicles drop off and pick up students on 12th Ave, along the curb on the east side of school.

Vehicles: Parents and caregivers drop off and pick up students from the parking lot loop directly north of the school building. Drivers enter from and exit onto E 70th St at separate driveways. The one large parking lot has a divider to separate traffic from Richfield STEM Elementary next door.

SCHOOL CONTEXT:*

Richfield Dual Language School

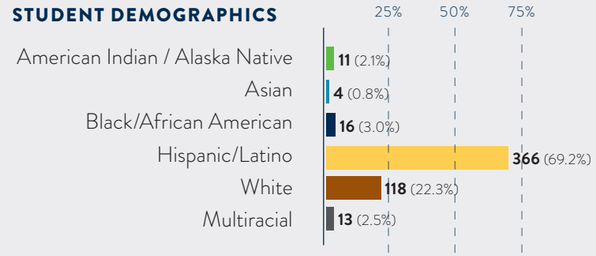
ENROLLMENT:

530

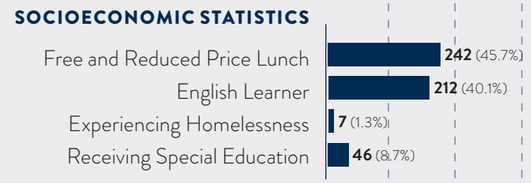
GRADES SERVED:

Pre K-5

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



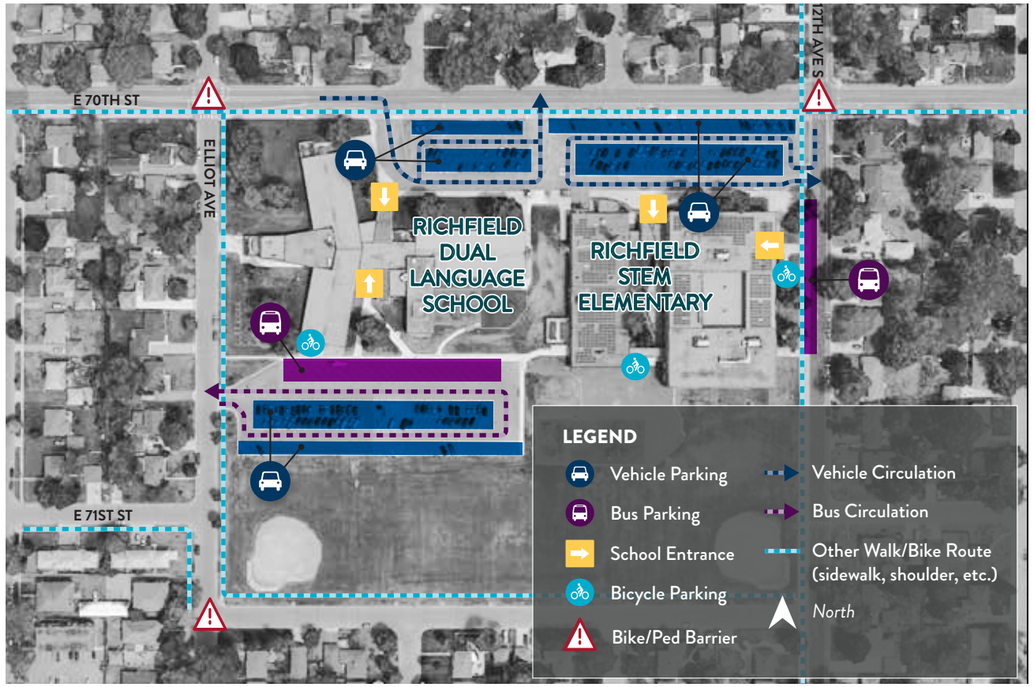
**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Richfield Dual Language School student population is predominantly Hispanic/Latino, with smaller subsets of students who are White. Few students are Black, Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (242 students, or 45.7%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the east and south of Richfield Dual Language School, around the highways (map, page 11).
- Currently, most RDLS students arrive to school by bus or family vehicle. About 2% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 1+ mile away to fall in the busing zone. Of the 500+ students in 2024, 10%, or 50 students were ineligible for busing.



Richfield STEM Elementary



SITE CIRCULATION:

Pedestrians and Bicyclists: Many students and families walk to Richfield STEM from the surrounding neighborhood. There are sidewalks along E 70th St, unlike many of the surrounding side streets, so E 70th St is a key walking and biking route to reach the school. There are crossing guards and student patrols at both corners of the school campus on E 70th St, who shared that the crossings felt like barriers without a crossing guard present.

There is a bike lane along E 70th St, however parents and caregivers regularly queue in the bike lane while waiting to get into the school parking lot. Bike racks are located away from E 70th St, with one on 12th Ave and one on the south side of the school.

Students walking or biking from the south use sidewalks along the edges of the school grounds to reach the school building.

School Buses: School buses drop off and pick up students in the parking lot on the south side of the school, entering and exiting at the same driveway on Elliot Ave. Special education vehicles drop off and pick up students on 12th Ave, along the curb on the east side of school.

Vehicles: Parents and caregivers drop off and pick up students from the parking lot loop directly north of the school building. The one large parking lot has a divider to separate traffic from RDLS next door. Drivers enter from and exit onto 12th Ave at the same driveway, with cones dividing directions of traffic. Queuing traffic often backs up on 12th Ave, trying to get back onto E 70th St.

SCHOOL CONTEXT:*

Richfield STEM Elementary

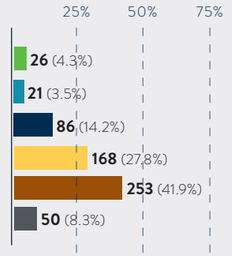
ENROLLMENT:

600

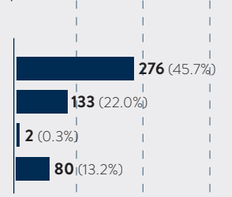
GRADES SERVED:

Pre K-5

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



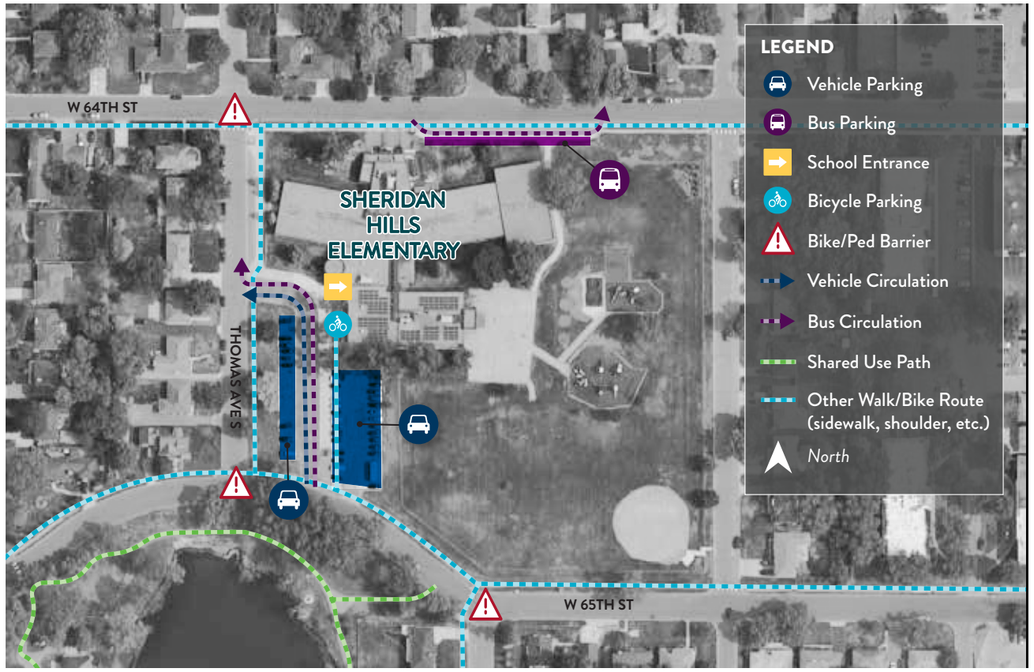
**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Richfield STEM Elementary student population is predominantly White, with smaller subsets of students who are Black or Hispanic/Latino. Few students are Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (276 students, or 45.7%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the west and east of Richfield STEM Elementary (map, page 11).
- Currently, most STEM students arrive to school by bus or family vehicle. About 3% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 1+ mile away to fall in the busing zone. Of the 554 students in 2024, 18%, or 100 students are ineligible for busing.



Sheridan Hills Elementary



SITE CIRCULATION:

Pedestrians and Bicyclists: Students and parents/caregivers who walk or bike to Sheridan Hills have a limited number of streets with sidewalks in the area. W 64th St and W 65th St have sidewalks connecting with homes to the east and west of the school. Few north/south streets have sidewalks in the neighborhood around school.

There are busy, high volume roadways a few blocks away from the school that present challenging crossings for Sheridan Hills families. Penn Ave on the east, W 66th St on the south, and Xerxes Ave to the west are all barriers. Some families use the bike boulevard on Sheridan Ave to reach neighborhoods south of W 66th St.

School Buses: School buses drop off and pick up students on the north side of the school, along W 64th St. Special education vehicles use the same drop-off/pick-up loop as parents and caregivers on the southwest side of school.

Vehicles: Parents and caregivers drop off and pick up students from the parking lot loop southeast of the school building. Drivers enter off of W 65th St and exit onto Thomas Ave. Drivers regularly queue to the east on W 65th St, waiting to turn right into the parking lot. Despite the No Parking signs, some parents/caregivers park along Thomas Ave waiting to pick up their students.

SCHOOL CONTEXT:*

Sheridan Hills Elementary

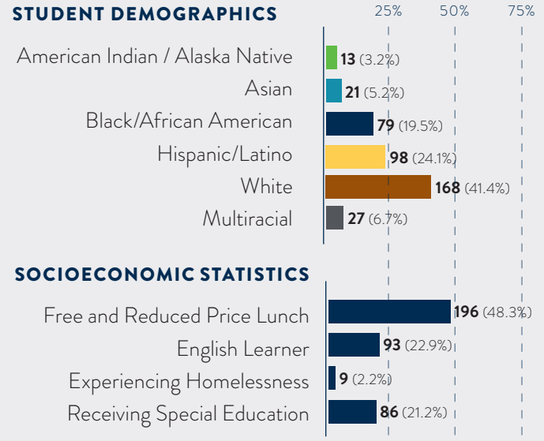
ENROLLMENT:

410

GRADES SERVED:

Pre K-5

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS

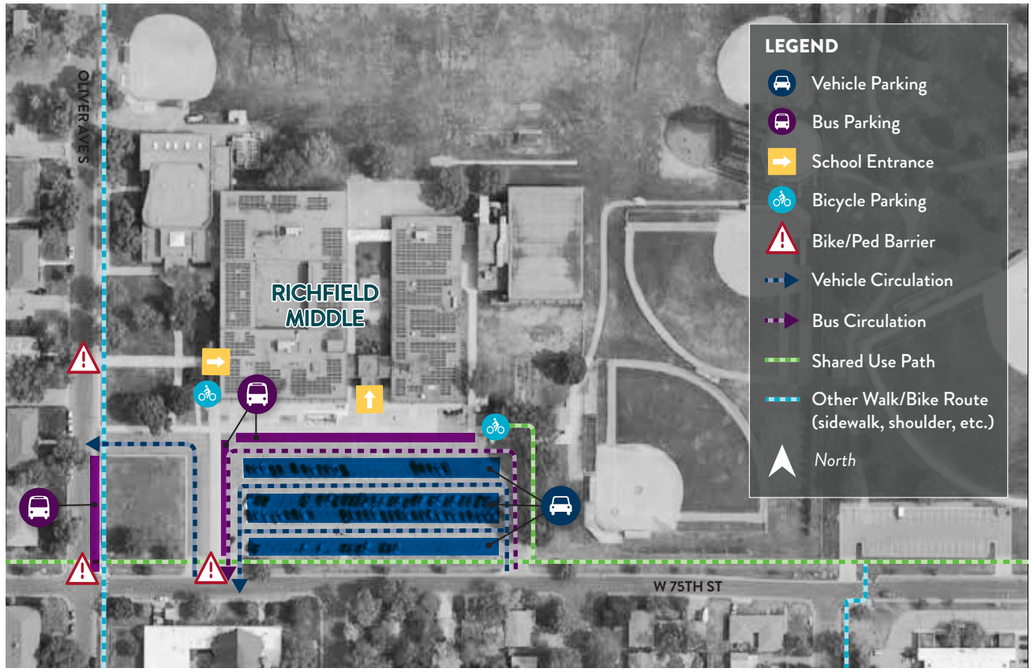
**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Sheridan Hills Elementary student population is predominantly White, with smaller subsets of students who are Black or Hispanic/Latino. Few students are Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (196 students, or 48.3%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the west and northeast of Sheridan Hills Elementary (map, page 11).
- Currently, most Sheridan Hills students arrive to school by bus or family vehicle. About 2% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 1+ mile away to fall in the busing zone. Of the 428 students in 2024, 8%, or 34 students were ineligible for busing.



Richfield Middle



SITE CIRCULATION:

Pedestrians and Bicyclists: Many students walk and bike to Richfield Middle School. There is a shared use path along W 75th St that students use to reach the school. Students coming south through Donaldson Park connect to the trail to reach school; including students coming from the east side of I-35W who cross the highway on the W 73rd St pedestrian bridge.

Other students heading north and south disperse through the neighborhood, or head to signalized crossings along Penn Ave to help get across that busy roadway.

School Buses: School buses drop off and pick up students in the school parking lot, along the main sidewalk in front of the school entrance and along the driveway towards the parking lot exit. Special education vehicles park along the east side of Oliver Ave.

Vehicles: Parents and caregivers drop off and pick up students from the parking lot loop south of the building. Drivers enter the school grounds from W 75th St and exit out a second driveway further west on W 75th St, with the buses.

A few parents and caregivers use the Donaldson Park parking lot as a drop-and-walk or satellite pick-up location for their students. Others park along the school (north) side of W 75th St to wait for their students, despite the No Parking signs.

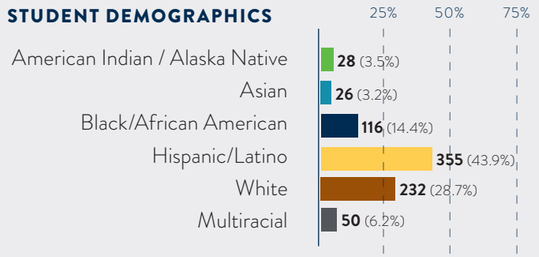
SCHOOL CONTEXT:*

Richfield Middle

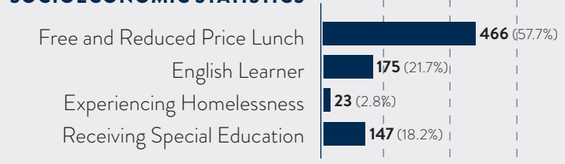
ENROLLMENT:
810

GRADES SERVED:
6-8

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Richfield Middle student population is predominantly Hispanic/Latino, with smaller subsets of students who are White or Black. Few students are Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (466 students, or 57.7%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the west and southeast of Richfield Middle (map, page 11).
- Currently, most Richfield Middle students arrive to school by bus or family vehicle. About 16% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 2+ miles away to fall in the busing zone. Of the 800 students in 2024, 25%, or 199 students were ineligible for busing.



Richfield High



SITE CIRCULATION:

Pedestrians and Bicyclists: Students walk and bike to and from Richfield High from neighborhoods on all sides. For those coming from the east, many take the sidewalk or bike lane along W 70th St. In the afternoons, students bike on the sidewalk because there are regularly vehicles waiting in the eastbound bike lane.

Students from the south use Harriet Ave to reach the school entrances, interacting with traffic heading to and from the school parking lot. For students heading southeast, there is not another railroad crossing until W 73rd St; though some students use an informal path to cross the tracks at W 72nd St.

Some students head west to reach Lyndale Ave for transit stops, or the sidewalk and bike lane connections to the north and south. Others park along W 70th St near Lyndale Field and walk a few blocks to reach their cars.

Many students also walk north along Harriet Ave, crossing W 70th St at the edge of school grounds before dispersing to the north.

School Buses: School buses drop off and pick up students along Harriet Ave on the west side of school. Special education vehicles use the pick-up and drop-off loop on the east die of the school, entering and exiting on W 70th St.

Vehicles: Parents and caregivers drop off and pick up students from the main parking lot on the south side of school, entering and exiting at the same driveway on Harriet Ave.

SCHOOL CONTEXT:*

Richfield High

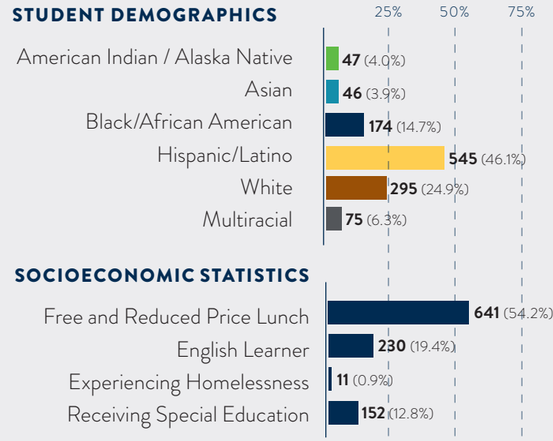
ENROLLMENT:

1,180

GRADES SERVED:

9-12

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS

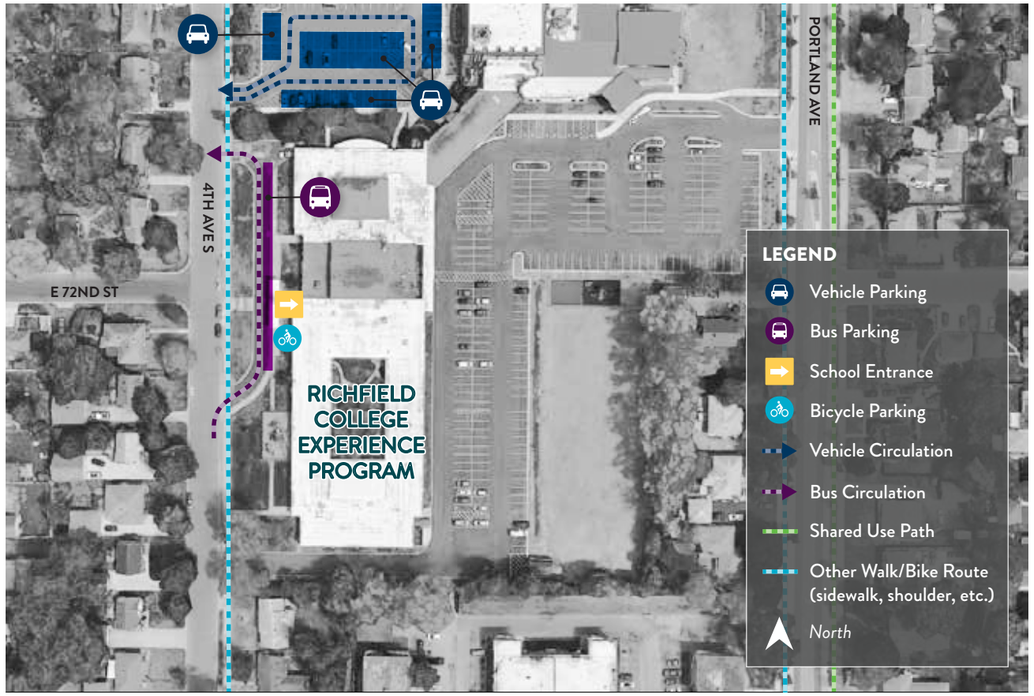
Source: SY 2025 student enrollment data from the Minnesota Department of Education.

STUDENT DEMOGRAPHICS:

- The Richfield High student population is predominantly Hispanic/Latino, with smaller subsets of students who are Black or White. Few students are Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (641 students, or 54.2%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the south and northeast of Richfield Senior High (map, page 11).
- Currently, most Richfield High students arrive to school by bus or family vehicle. About 14% of students said they walked or biked to/from school, according to the SRTS Parent Survey in 2024.
- Students must live 2+ miles away to fall in the busing zone. Of the 1,200 students in 2024, 59%, or 733 students were ineligible for busing.



Richfield RCEP



SITE CIRCULATION:

Pedestrians and Bicyclists: Due to the district-wide nature of RCEP, the students who walk or (more-so) bike to school come from a wide ranging area. They are able to park their bikes and enter at the main entrance on the west side of the school. There is a sidewalk on 4th Ave from E 71st St to E 73rd St, with few sidewalks in the surrounding neighborhood.

There are a number of students who walk from the surrounding neighborhood to get to a Richfield Public Schools bus stop on the southwest corner of the school grounds.

School Buses: School buses drop off and pick up students in the driveway at the front (west) of the school.

Vehicles: With the low volume of students at RCEP, parents and caregivers drop off and pick up students from the school driveway, or along 4th Ave. Students who drive can park in the lot north of the school, shared with Hope Presbyterian Church.

SCHOOL CONTEXT:*

Richfield College Experience Program

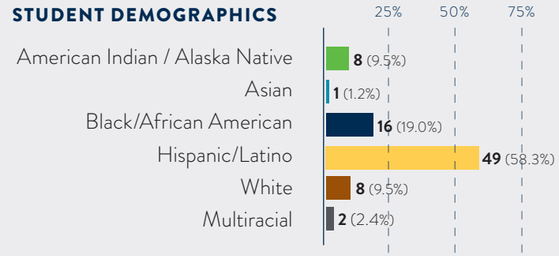
ENROLLMENT:

80

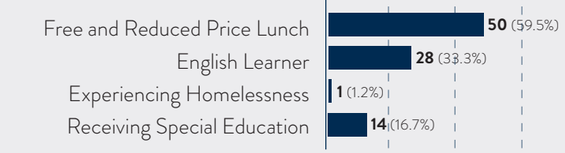
GRADES SERVED:

9-12

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Richfield College Experience Program student population is predominantly Hispanic/Latino, with smaller subsets of students who are Black, White, or American Indian / Alaska Native. Few students are Multiracial or Asian.
- The school's population of free and reduced-price lunch-eligible students (50 students, or 59.5%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the west and northeast of the Richfield College Experience Program (map, page 11).
- Currently, most RCEP students arrive to school by bus or family vehicle. About 11% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 2+ miles away to fall in the busing zone. Of the 80 students in 2024, 75%, or 60 students were ineligible for busing.



Developing the Plan

The Richfield SRTS plan was developed based on issues and opportunities identified through stakeholder and community engagement, data evaluation, prior planning, and a site visit including a walk audit and observation of student arrival or dismissal. Richfield's core SRTS team met regularly throughout the planning process to give feedback at key milestones. The larger SRTS team and stakeholders including Hennepin County, MnDOT, and additional City of Richfield and Richfield Public Schools staff participated in the Rapid Planning Workshop, site visits and Action Planning Workshop.

The following sections in this SRTS plan include findings from stakeholder engagement, data analysis, and observations during the site visit. More details, including maps and an in-depth engagement summary, are included in the Appendices. Recommendations are organized into two sections: 1) Infrastructure and 2) Programs.



COMMUNITY ENGAGEMENT

Community engagement included a survey for caregivers, an interactive engagement website, an in-person engagement event, and the Rapid Planning Workshop.

Key takeaways from engagement include:

- Many Richfield students live too far away from their school, and have limited options for participating in Safe Routes to School.
- Busy streets and intersections were a major barrier for students to walk or bike to/from school. Some of the streets mentioned frequently during engagement included 70th Street, Penn Avenue, Nicollet Avenue and 35W.

Caregivers were asked what would help their student walk or bike more often. They identified the following, in order of most to least commonly chosen:

- Safer intersections/crossings
- A group of students to walk or bike with
- An adult to walk or bike with
- A shorter distance to walk or bike
- Less traffic along the route
- Slower car speeds along the route
- Better/more sidewalks or pathways
- Better snow/ice removal in winter

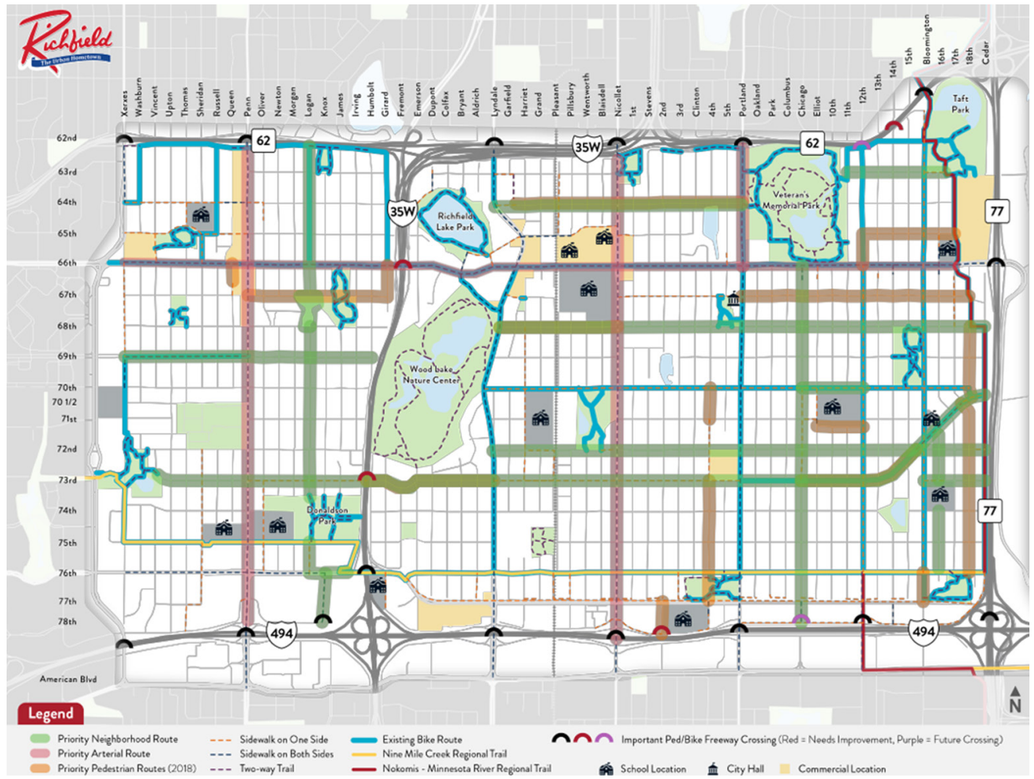
PRIOR PLANNING EFFORTS

Richfield has a long history of SRTS and planning for better walking and biking citywide. This SRTS Plan follows a well-received 2014 SRTS Plan. Of 26 recommendations in the 2014 plan, 19 have been achieved and four are in-progress. With the addition of an active SRTS Coordinator, Richfield has celebrated Walk & Roll to School Days, supported Walk! Bike! Fun! education for students starting in 4th grade, and taught bike skills to thousands of Richfield students - among other great SRTS initiatives.

In Fall 2023, the Active Transportation Action Plan for the City of Richfield was completed. The plan connected network priorities from the Bicycle Plan (2012), Pedestrian Plan (2018), and engagement efforts to support development of a safe citywide active transportation network. Priority actions and tools are listed in the plan, as well as a priority network map of bike and pedestrian routes, as shown below.

In November 2024, a SRTS Design Assistance Study supported by MnDOT was completed for Richfield Public Schools. The study aimed to support the implementation of projects recommended in previous SRTS plans. Technical analysis, conceptual designs, and cost estimates of high priority projects for Sheridan Hills Elementary School, Richfield Middle School, and Richfield High School were included in the study, which are critical in acquiring grant funding and programming to actualize these projects.

The Active Transportation Action Plan (2023) and SRTS Design Assistance Study (2024) informed the recommendations made in this SRTS plan. Where recommendations overlap with these prior planning efforts, that is noted alongside the recommendations.



Map of the Priority Network of Bike and Pedestrian Routes, included in Richfield's Active Transportation Action Plan (2023).



02. INFRASTRUCTURE



Introduction to Infrastructure

Physical changes to the streetscape are essential to making walking, biking, and rolling to school safer and more comfortable.

An in-person walk audit and discussions with the Safe Routes to School Team, school and district staff, caregivers, students, community members, and city and county staff informed recommendations to address key barriers to walking and biking around Richfield schools.

Recommendations are prioritized on the basis of community and stakeholder input, traffic and roadway conditions, cost, number of students impacted, and benefit to priority populations. This planning process was designed to address historical and contemporary inequities in who benefits from and who is burdened by transportation systems, and equity considerations accordingly played a central role in the prioritization of infrastructure recommendations. Especially in the winter months, improved maintenance and lighting can contribute to improving equitable access to walking and biking routes, even where a sidewalk or path is present.

WINTER MAINTENANCE

For students and community members with disabilities, winter maintenance is key to being able to access sidewalks and trails during snowy months. This is also true for students and families who walk and roll as their primary means of transportation, either because they cannot afford or choose not to own a vehicle, or because other transportation options aren't accessible to them. Cities can adopt policies that prioritize winter maintenance of existing infrastructure and make it easier for the most vulnerable users of our transportation system – including students – to get around in winter. These policies help to increase transparency and improve reliability for the active transportation network.

For example, they can:

- Adopt policies that prioritize snow clearing and removal on active transportation facilities.
- Prioritize clearing of routes that provide access to transit.
- Develop and share information publicly regarding sidewalk and shared use pathway snow clearing and removal practices.
- Hold a winter maintenance forum or conduct a survey around specific winter engagement concerns.
- Work with schools to establish volunteer groups of residents to clear sidewalks on priority routes to school.



LIGHTING AND VISIBILITY

Similarly, lighting for people walking and biking is important for both actual and perceived sense of safety and security. In winter climates like Minnesota, where darker days mean school arrival and dismissal can occur in the dark, lighting is especially important for mitigating safety concerns and encouraging active transportation throughout the year.

While lighting can sometimes be seen as a costly investment, it is an important step for ensuring equitable access to walking and biking routes. Lighting should be seen as a necessary component of bicycle and pedestrian safety improvements, not seen as a potential add-on or "nice to have."

Communities can consider:

- Creating a lighting plan for priority pedestrian routes to install trail or sidewalk lighting over time
- Partnerships with or requirements for private development to provide lighting
- Incorporating high-visibility safety vests into crossing guard and walking school bus events
- Give-aways that help kids access winter gear such as clothing or bike lights

Lighting requirements vary by context - consult the Minneapolis Street Guide, the Minneapolis Street Lighting Policy, and/or the MnDOT Road Lighting Manual for guidance.

RECOMMENDATIONS OVERVIEW

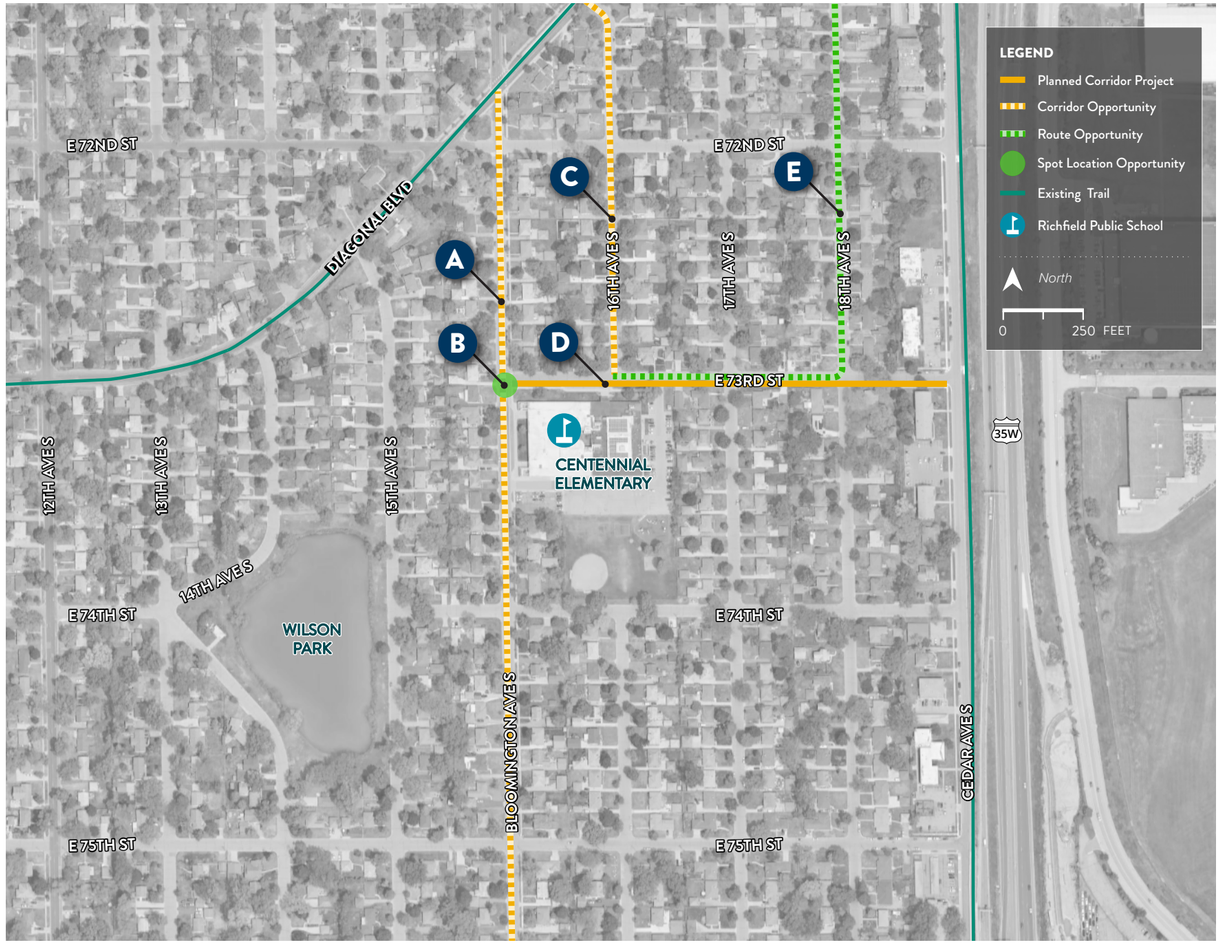
This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in Richfield. Instead, it calls attention to existing key conflict points identified during the planning process and potential improvements. Recommendations range from simple striping changes to more significant dimensional changes to streets, intersections, and school infrastructure. The following areas were identified as difficult for families and students to navigate safely with their students:

- **Congested areas around school driveways:** On Harriet Ave at Richfield High, drivers are impatient from waiting in long queues to turn out of the parking lot, and often make fast turning movements when they finally have a break in traffic. At Sheridan Hills Elementary, drivers queuing to get into the parking lot for pick-up back up into the crosswalk where many families connect to a sidewalk and bike boulevard.
- **Unprotected bike lanes turn into loading zones.** At Richfield High, drivers wait in the bike lane along W 70th St for their students, forcing student bikers onto the sidewalk where there are many people walking. At RDLS and STEM, drivers queue in the bike lane along W 70th, making it tough to navigate by bike.
- **Busy roadway crossings:** At Richfield Middle and Sheridan Hills Elementary, parents, caregivers and community members shared concerns around crossing Penn Ave to reach the school grounds. Traffic volumes and speeds make this corridor uncomfortable for students and caregivers alike.
- **Lack of sidewalks or bike facilities.** Especially close to school grounds, students and families are forced to walk in the street or in people's lawns to stay clear of vehicles. Key sidewalk additions at Richfield Middle, Centennial Elementary, and RCEP would help people walking and biking feel more comfortable accessing school grounds.

The City of Richfield, Richfield Public Schools, Hennepin County, and MnDOT were important partners in developing this plan. Recommendations identified in this plan are not necessarily endorsed by these agencies, but are planning-level concepts that will require additional engineering design.

Cost estimates are not included here, but once project design is farther along, *MnDOT's resource Minnesota's Best Practices for Pedestrian and Bicycle Safety* is a helpful resource, and can be accessed here: https://edocs-public.dot.state.mn.us/edocs_public/DMResultSet/download?docId=20072588

Infrastructure Recommendations - Centennial Elementary



BLOOMINGTON AVE, FROM DIAGONAL BLVD TO E 77TH ST



RECOMMENDATION

Implement traffic calming measures, especially between E 73rd St and E 74th St, to slow traffic near Centennial Elementary.

WHY IS THIS RELEVANT?

Parents raised concerns about fast-moving traffic and congestion on Bloomington Ave, which can feel hazardous for the parents and students walking along and across the street. This corridor has an existing mix of sharrows and marked shoulder bike lanes, with only sharrows south of Diagonal Blvd. Bloomington Ave is also a key connection for communities south of Centennial, especially equity priority communities along E 77th St.

PRIORITY High ●○○

Agency staff expressed strong support for this recommendation. With many students traveling along and crossing this corridor to reach the school, traffic calming measures would improve safe walking and biking for many families.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 73RD ST & BLOOMINGTON AVE



RECOMMENDATION

Add an east-west crossing treatment across Bloomington Ave on the north side of 73rd St to connect the school with an existing Metro Transit bus stop and neighborhoods to the west.

WHY IS THIS RELEVANT?

This is a busy intersection during pick-up and drop-off. Drivers turning right onto northbound Bloomington Ave regularly roll through the crosswalk, and extended parent pick-up lines on E 73rd St also create challenging visibility for people crossing the street. There is no east-west sidewalk for pedestrians to access the transit stop on the northwest corner of the intersection, and people walking can easily get lost in all the vehicle activity.

PRIORITY Medium ○●○

Bloomington Ave is a busy corridor that is already used by people walking, biking, and taking transit. This recommendation supports broader traffic calming recommended on this corridor.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

16TH AVE, BETWEEN DIAGONAL BLVD & E 73RD ST



RECOMMENDATION
Implement traffic calming measures to make this neighborhood route more comfortable.

WHY IS THIS RELEVANT?
Parents have expressed concern about the drivers not stopping at stop signs and speeding during and after school hours on this street. This street functions as a school drop-off area with notable student foot traffic, and can feel uncomfortable for students walking around drivers moving quickly. 16th Ave Also provides a connection to Augsburg Montessori School to the north, at Diagonal Blvd. This segment is identified as a Priority Neighborhood Route in the Richfield Active Transportation Plan.

PRIORITY Medium ○●○

As a busy street during pick-up and drop-off, this corridor would benefit from safety recommendations and could become more comfortable for families and students walking and biking.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

E 73RD ST, BETWEEN BLOOMINGTON AVE & CEDAR AVE



IMPROVEMENT
There is upcoming construction on 73rd St from Bloomington Ave to Cedar Ave, which includes raised crossings across 73rd at Bloomington, 16th, and Cedar; bumpouts along the trail crossings at side streets; and narrowing the road to 28'.

ROUTE ALONG E 73RD ST & 18TH AVE



RECOMMENDATION
Add sidewalk on east or west side of 18th Ave.

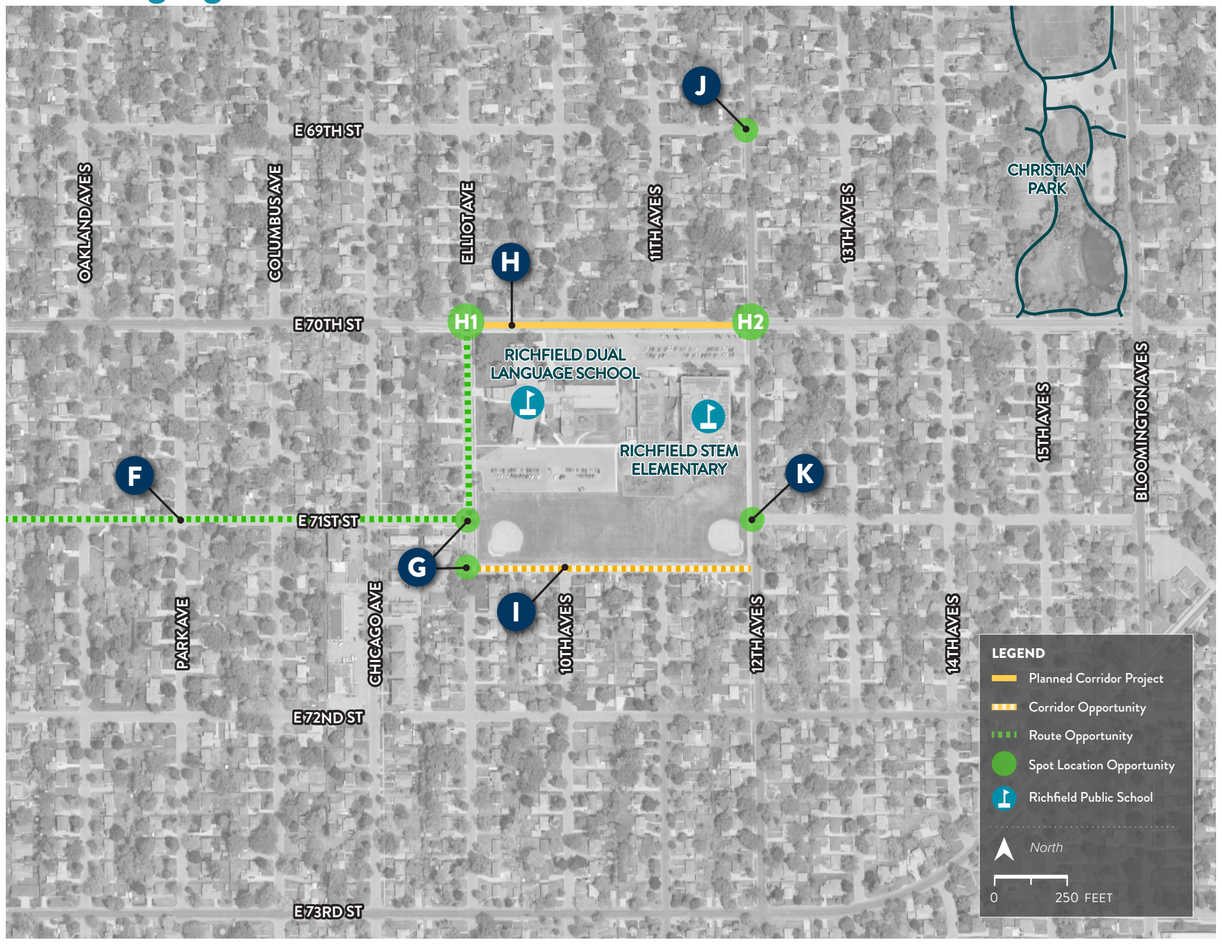
WHY IS THIS RELEVANT?
There are no sidewalks along this route, causing students and families to walk in the street. A sidewalk would make it easier and more comfortable for families traveling along this route to reach the school. This segment is identified as a Priority Pedestrian Route in the Richfield Active Transportation Plan and the Pedestrian Master Plan.

PRIORITY Low ○○●

This recommendation was not mentioned by stakeholders as much as other recommendations around Centennial Elementary.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

Infrastructure Recommendations - Richfield STEM Elementary, Richfield Dual Language School



E 71ST ST, BETWEEN PORTLAND AVE & CHICAGO AVE



WHY IS THIS RELEVANT?

High traffic volumes and fast-moving vehicles on E 70th St make it uncomfortable for people walking, but there is currently no east-west alternative route with sidewalks. A sidewalk on E 71st St would present a calmer alternative option.

PRIORITY Low ○○●

This route on E 71st St would help students and families approaching from west, as well as members of the broader community. Other recommendations around the school where there are no current alternatives may be more impactful in the short term.

RECOMMENDATION

Add a sidewalk on E 71st St from Portland Ave (west of map bounds) to Elliot Ave to create a walking alternative to E 70th St.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 71ST ST & ELLIOT AVE



WHY IS THIS RELEVANT?

Cars parked on Elliot Ave near these two intersections of E 71st St block the crossing and sightlines, making it uncomfortable for pedestrians to cross and difficult for drivers to spot people walking as they approach the intersection.

PRIORITY Medium ○●○

This recommendation would make these crossings more comfortable and accessible for students and pedestrians. The cost of implementation is relatively low.

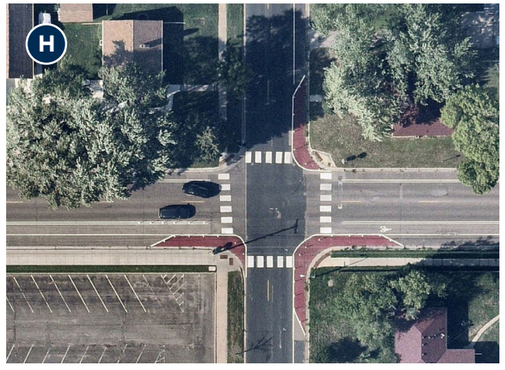
RECOMMENDATION

Implement daylighting (adding paint and bollards to prevent parking too close to the corner) at both intersections of E 71st St and Elliot Ave to improve crossing visibility.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

CORRIDOR ALONG E 70TH ST, BETWEEN ELLIOT AVE & 12TH AVE



IMPROVEMENT

An upcoming project on E 70th St includes adding an off-street bike lane on the south side of 70th St between Elliot Ave and 12th Ave, as well as crossing improvements at the intersections of Elliot Ave, 10th Ave, 11th Ave, and 12th Ave.

WHY IS THIS RELEVANT?

There are many busy intersections along E 70th St, and community stakeholders voiced requests for more crossing opportunities, a more comfortable biking facility, and improved visibility along this corridor. A temporary demonstration project (shown here) in 2023 tested elements of the design with paint and bollards, and built community support for the project. Recommendations H1 and H2 are included in this plan to go beyond the upcoming project.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 70TH ST & ELLIOT AVE



RECOMMENDATION

Conduct a stop warrant analysis to see if an all-way stop would be supported here, which would create more crossing gaps and reduce dangerous movements from driver frustration.

WHY IS THIS RELEVANT?

Parents and crossing guards shared that drivers on Elliot Ave will grow impatient while waiting for a crossing gap and drive through the crosswalk without stopping, or make fast turns while kids are trying to get to and from school. If an all-way stop is warranted, it would improve clarity for all roadway users. The upcoming project on E 70th St will improve visibility at this location through curb extensions on the east and west legs of the intersection.

PRIORITY High ●○○

This recommendation would help this location feel safer for students and families approaching the school, and only requires staff time. In addition to the upcoming construction, this is a significant opportunity to improve safe walking and biking facilities.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 70TH ST & 12TH AVE



IMPROVEMENT / RECOMMENDATION

Monitor crossing conditions after the 70th St improvements. If challenges remain, pursue additional safety and comfort improvements, such as additional crossing guard support.

WHY IS THIS RELEVANT?

This busy intersection was raised as a concern while engaging with school families. Parents driving to school sometimes block the intersection, and fast-moving drivers on E 70th St do not always stop for walkers/bikers, making this an uncomfortable crossing for students and families who are walking or biking.

PRIORITY Low ○○●

Infrastructure changes at this location are expected to greatly improve crossing conditions. This recommendation would be above and beyond the planned project.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Richfield Public Schools

E 71ST ST, BETWEEN ELLIOT AVE & 12TH AVE



RECOMMENDATION

Potential location for a drop-and-walk behind the school to reduce congestion on E 70th St, utilizing recently added sidewalk and curb ramps on 71st St. Add landing facilities for a loading zone, and a path from E 71st St to the existing sidewalk near the playground.

WHY IS THIS RELEVANT?

Student drop-off/pick-up on the north side of the building creates driver congestion on E 71st St. An alternative drop-off and pick-up location would help mitigate some of this congestion and feel safer for students who would not have to walk on streets with high traffic volume. These blocks of E 71st St are identified as a Priority Pedestrian Route in the Richfield Active Transportation Plan. Note that additional coordination with the school district will be needed regarding site security if a new access point is added.

PRIORITY High ●○○

Adding an alternative location for drop-off and pick-up would help disperse congestion and driver frustration during peak traffic, reducing safety concerns on E 71st St.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Richfield Public Schools

E 69TH ST & 12TH AVE



RECOMMENDATION

Implement traffic calming measures or crossing enhancements at this intersection, such as (quick build) curb extensions.

WHY IS THIS RELEVANT?

Many families live in this neighborhood north of the schools, and walk through this intersection. Students and caregivers who live on east side of 12th Ave have no sidewalk or crossing support to connect through the neighborhood to the marked crossings at the school/E 71st St.

PRIORITY Low ○○●

Agency staff supported this project, but it did not get as much support from community engagement as other recommendations. Though this location is low priority, it is a likely route to the Richfield STEM and Dual Language Schools and to Christian Park.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 71ST ST & 12TH AVE



RECOMMENDATION

Add (quick build) bumpouts to calm traffic, increase crossing visibility, and shorten crossing distance across 12th Ave.

WHY IS THIS RELEVANT?

This location is a challenging crossing for pedestrians and bicyclists due to the high vehicle volume, speeding drivers, and issues with visibility from parked cars obstructing sightlines. Note that as 12th Ave is an existing bike route, bumpouts should consider placement that leaves space for people biking on the shoulder.

PRIORITY High ●○○

This low-cost recommendation would address multiple safety concerns and improve access directly to the school grounds.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

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Infrastructure Recommendations - Sheridan Hills Elementary



W 64TH ST, BETWEEN XERXES AVE & PENN AVE



WHY IS THIS RELEVANT?

Parents were concerned about drivers traveling over the speed limit and not appropriately stopping at the stop signs along this corridor. There are currently no crossing guards along this stretch and, for many families, the existing roadway does not feel safe to cross during peak traffic.

PRIORITY Medium ○●○

This corridor is used by school families as well as members of the broader community. Traffic calming measures would positively impact safety for all road users.

RECOMMENDATION

Implement traffic calming measures on this corridor to reduce speeds leading to/from the school.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 64TH ST, BETWEEN THOMAS AVE & RUSSELL AVE



WHY IS THIS RELEVANT?

The lack of walking facilities makes it challenging for students to access Sheridan Hills Elementary on the north side of W 64th St. This route was a recommendation in the 2024 MnDOT supported SRTS Design Assistance Work. The City anticipates submitting for SRTS Infrastructure Funding to support the construction of this route.

PRIORITY High ●○○

This recommendation has well developed community and agency support.

RECOMMENDATION

Install a sidewalk connecting the existing sidewalk east of Russell Ave west to Thomas Ave along the north side of W 64th St.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 64TH ST & PENN AVE



RECOMMENDATION

Designate this location as a priority crossing location for the school community in the upcoming Penn Avenue (CSAH 32) reconstruction.

WHY IS THIS RELEVANT?

Since many drivers use W 64th St and Penn Ave, this intersection is a challenging crossing, with drivers traveling at high speeds and not consistently obeying traffic control. Parents reported not feeling safe letting students walk on their own here without an adult present. As the intersection of two busy roadways, this location would benefit from increased separation between people walking/biking and vehicle traffic.

PRIORITY Low ○○●

The upcoming reconstruction is a significant opportunity to improve walking and biking safety. There is a designated design process for the Penn Avenue reconstruction, separate from this effort.

WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

W 65TH ST & THOMAS AVE



RECOMMENDATION

Install a raised crosswalk on Thomas Ave and curb extensions on W 65th St.

WHY IS THIS RELEVANT?

Drivers park close to the stop sign at this intersection, creating parent safety concerns about visibility, especially when children are crossing. A raised crosswalk would slow turning drivers, discourage drivers from blocking the crossing, and elevate people walking or biking in the crosswalk for improved visibility. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work.

PRIORITY High ●○○

School stakeholders flagged this location as high priority for safety improvements. Enhancing visibility at this intersection could improve crossing conditions for many people walking and biking.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

RUSSELL AVE, BETWEEN W 64TH ST & W 65 1/2 ST



RECOMMENDATION

Install a sidewalk along the west side of Russell Ave.

WHY IS THIS RELEVANT?

There is no sidewalk on the east side of the school, so students walk in the grass between the fence and the street. South of 65th St, there is also a short sidewalk gap that extends to 65 1/2 St, which, if addressed, could connect the school to nearby apartments. This route is a recommendation from the 2024 MnDOT supported SRTS Design Assistance Work. The City anticipates submitting for SRTS Infrastructure Funding to support this project.

PRIORITY High ●○○

School stakeholders supported this recommendation to connect existing sidewalks and address the sidewalk gap to the apartment building.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 65TH ST & SHERIDAN AVE



RECOMMENDATION

Implement daylighting (adding paint and bollards to prevent parking too close to the corner) at this crossing location. Add advanced warning signage for westbound traffic on W 65th St to improve crossing visibility.

WHY IS THIS RELEVANT?

Drivers queuing for school pickup regularly back up into the intersection and block crosswalks, impeding sightlines and making these crossings uncomfortable for students walking and biking. Improving the visibility of this crossing would make it easier for students and caregivers to walk and bike from the school to the sidewalk and bike route on Sheridan Ave to the south.

PRIORITY High ●○○

School stakeholders called attention to this location to be high priority. Visibility enhancements and advanced warning to drivers would help this crossing feel safer and more comfortable for students walking and biking.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 66TH AVE & PENN AVE



RECOMMENDATION

Designate this intersection as a priority crossing location for the school community in the upcoming Penn Avenue reconstruction (CSAH 32).

WHY IS THIS RELEVANT?

Though this intersection is signalized and painted, it is still challenging for students, as it requires them to cross five lanes of traffic on their own.

PRIORITY Low ○○●

The upcoming reconstruction is a significant opportunity to improve walking and biking safety. There is a designated design process for the Penn Avenue reconstruction, separate from this effort.

WHO WILL MAKE THIS HAPPEN?

Hennepin County

CORRIDOR ALONG PENN AVE



RECOMMENDATION

Prioritize traffic calming to reduce speeds in the upcoming Penn Avenue reconstruction.

WHY IS THIS RELEVANT?

School community members raised concerns around speeding cars on Penn Ave, especially since students coming from the east side have to cross the roadway to access the school. Traffic calming measures would help to make crossings feel safer and more comfortable for those walking and biking. This corridor is also widely used by the broader Richfield community, and was identified as a Priority Arterial Route in the Richfield Active Transportation Plan.

PRIORITY Medium ○●○

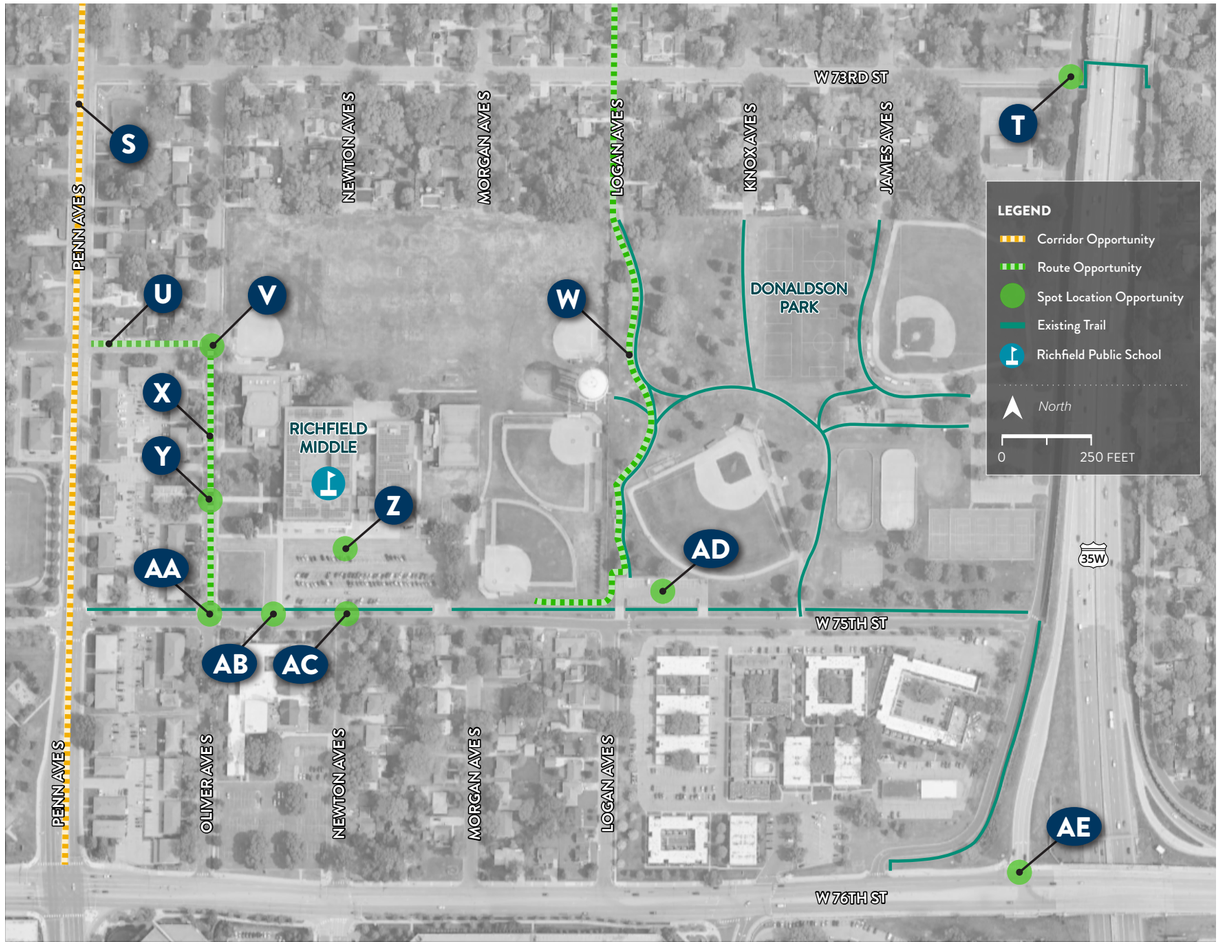
As a busy street used by school families and the broader community, this corridor would benefit significantly from safety improvements. There is a designated design process for the Penn Avenue reconstruction, separate from this effort.

WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

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Infrastructure Recommendations - Richfield Middle



CORRIDOR ALONG PENN AVE



RECOMMENDATION

Prioritize traffic calming to reduce speeds in the upcoming Penn Avenue reconstruction.

WHY IS THIS RELEVANT?

School community members raised concerns around speeding cars on Penn Ave, especially since students coming from the east side have to cross the roadway to access the school. Traffic calming measures would help to make crossings feel safer and more comfortable for those walking and biking. This corridor is also widely used by the broader Richfield community, and was identified as a Priority Arterial Route in the Richfield Active Transportation Plan.

PRIORITY Medium ○●○

As a busy street used by school families and the broader community, this corridor would benefit significantly from safety improvements. There is a designated design process for the Penn Avenue reconstruction, separate from this effort.

WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

W 73RD ST & HWY 35W PEDESTRIAN BRIDGE



RECOMMENDATION

Improve the crossing at the pedestrian bridge with markings and (quick build) bumpouts.

WHY IS THIS RELEVANT?

Drivers move quickly down Humboldt Ave, making the crossing at the pedestrian bridge over I-35W uncomfortable, especially for students. This recommendation would slow traffic, reduce crossing distances, and improve crossing visibility, making it more comfortable for students walking to school. This freeway crossing was marked as Needs Improvement in the Richfield Active Transportation Plan because of accessibility challenges, but it still serves as an important connection in its current state.

PRIORITY Low ○○●

Since it is a long-term opportunity, other recommendations may be more helpful for the school to prioritize.

WHO WILL MAKE THIS HAPPEN?

MnDOT, City of Richfield

W 74TH ST, BETWEEN PENN AVE & OLIVER AVE



RECOMMENDATION
Install a sidewalk along the south side of W 74th St.

WHY IS THIS RELEVANT?
There is a sidewalk gap on W 74th St from the northwest corner of Richfield Middle to Penn Ave, a street that many students living to the west use to travel to and from school. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work.

PRIORITY Medium ○●○

Bridging this sidewalk gap would help students approach the school from the west and make the route safer for those walking and biking. There are coordination needs and costs associated with new sidewalk.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

W 74TH ST & OLIVER AVE



RECOMMENDATION
Add a marked school crosswalk across Oliver Ave to connect with the school grounds; in the short-term including paint, in the long-term including accessible curb ramps at the new sidewalk on Oliver Ave (Recommendation X).

WHY IS THIS RELEVANT?
There is currently no marked crosswalk across Oliver Ave from 74th St, which makes the crossing challenging for students approaching the school from the west side.

PRIORITY High ●○○

This location is a key crossing for students approaching the school from the west and can support other recommendations around the school. The short-term recommendation can be implemented with low-cost materials.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

ROUTE ALONG LOGAN AVE THROUGH DONALDSON PARK



RECOMMENDATION
Continue to pursue opportunities to directly connect paths in Donaldson Park to the school grounds and entrance.

WHY IS THIS RELEVANT?
This route through Donaldson Park could provide an easy walking or biking route for students living in neighborhoods north of the school. However, there are currently no trails connecting to the school directly and the school has a fence preventing trail access, requiring students to come south to W 75th to reach the school entrance.

PRIORITY Low ○○●

This recommendation is a lower priority as there are existing walking facilities along this route.

WHO WILL MAKE THIS HAPPEN?
Richfield Public Schools

OLIVER AVE, BETWEEN W 73RD ST & W 76TH ST



RECOMMENDATION
In the medium to long-term, add a sidewalk on the west side of Oliver Ave, prioritizing the gap from W 74th St to W 75th St. Conduct a study to assess the feasibility of converting this section of Oliver Ave into a one-way roadway, or a school street.

WHY IS THIS RELEVANT?
There is no sidewalk on the west side of Oliver Ave, despite the presence of high-density housing. Students living in these units directly west of the school have to walk through parking lots to get to school, as there is no dedicated walking infrastructure and the street can be very congested during arrival and dismissal times.

PRIORITY Medium ○●○

This recommendation would directly serve equity priority communities and support other safety improvements included in this plan.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

MIDBLOCK ON OLIVER AVE, AT SCHOOL ENTRANCE SIDEWALK



RECOMMENDATION

Formalize a mid-block crosswalk at the school sidewalk to provide more visibility around what is already an informal crossing location; In the long-term, add curb ramps to connect with the potential future west-side sidewalk (Recommendation X).

WHY IS THIS RELEVANT?

Many students cross mid-block at this location to get to the apartments across the street from the school. There is no pedestrian infrastructure on the west side currently, but there is a sidewalk leading from the west school exit and sidewalk on the east side of Oliver Ave.

PRIORITY High ●○○

School stakeholders designated this recommendation as a high priority location due to the high volume of students who informally cross here already. This location was also noted as an equity opportunity during the SRTS team walk audits.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

RICHFIELD MIDDLE SCHOOL PARKING LOT



RECOMMENDATION

Explore options to improve the existing walking routes out of the school, such as improving directional signage or incorporating student art.

WHY IS THIS RELEVANT?

Students walk through the parking lot to get to waiting cars on W 75th St and neighborhood streets, which can feel hectic and stressful for people walking and driving during arrival and dismissal. Walking facilities that students can take around the parking lot would help to separate pedestrians and drivers, which can result in more predictable (safer) travel behavior.

PRIORITY Low ○○●

This recommendation would help organize and make pedestrian behavior more predictable during pick-up and drop-off intervals, but was not a high priority for school stakeholders.

WHO WILL MAKE THIS HAPPEN?

Richfield Public Schools

W 75TH ST & OLIVER AVE



RECOMMENDATION

In the short term, add quick build daylighting (adding paint and bollards to prevent parking too close to the corner) around the existing marked crossing. In the medium term, add a raised crossing in place of the existing marked crossing.

WHY IS THIS RELEVANT?

Drivers regularly encroach on the crosswalk/trail crossing, causing visibility concerns around the waiting vehicles. A raised crosswalk would improve visibility of the crossing and encourage better queuing behavior from drivers. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work

PRIORITY High ●○○

This improvement has the potential to improve crossing conditions for a large number of people, as this intersection is used heavily by students, caregivers and community members.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Three Rivers Park District

W 75TH ST & RICHFIELD MIDDLE PARKING LOT ENTRANCE



RECOMMENDATION

Improve visibility of the trail crossing in the school driveways through artistic crosswalks, bollards, in-road signage, or other treatments; Explore communication and awareness campaigns aimed at parent/caregiver behavior and education.

WHY IS THIS RELEVANT?

Parent pick-up lines queue over the trail, impeding pedestrian crossings and visibility for both drivers and pedestrians. Having a more clear separation between cars and pedestrians would improve sightlines and make travel behavior more predictable and safe.

PRIORITY Medium ○●○

School stakeholders expressed interest in demonstration projects and artistic collaborations for crosswalks here, especially as a busy location where people walking, biking and driving overlap.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Richfield Public Schools, Three Rivers Park District

W 75TH ST & NEWTON AVE



RECOMMENDATION
Explore a combination of signage and programming to reduce unwanted parking along W 75th St.

WHY IS THIS RELEVANT?
Parents and caregivers park in the no-parking zones on W 75th St (north side east of Newton Ave) while waiting to pick up their students. Parked vehicles here obstruct visibility for people walking and biking trying to cross W 75th St, making it challenging to cross safely.

PRIORITY Low ○○●
Improvements could be implemented at a relatively low cost. This recommendation was not mentioned as much as other locations for improvement around Richfield Middle.

WHO WILL MAKE THIS HAPPEN?
City of Richfield, Richfield Public Schools

DONALDSON PARK PARKING LOT, OFF W 75TH ST



RECOMMENDATION
Incorporate a drop and walk program to reduce congestion around the school entrance, including parking on W 75th St.

WHY IS THIS RELEVANT?
The Richfield Middle entrance/parking lot on W 75th St can become congested during arrival and dismissal, causing parents to park in no-parking zones which impedes visibility and exacerbates unpredictable crossing behaviors from walking and biking students. A designated drop-and-walk location can help reduce this congestion and make these areas safer during pick-up and drop-off times.

PRIORITY Medium ○●○
This low-cost recommendation would help improve safety for all road users.

WHO WILL MAKE THIS HAPPEN?
Richfield Public Schools

W 76TH ST & I-35W EXIT RAMP(S)



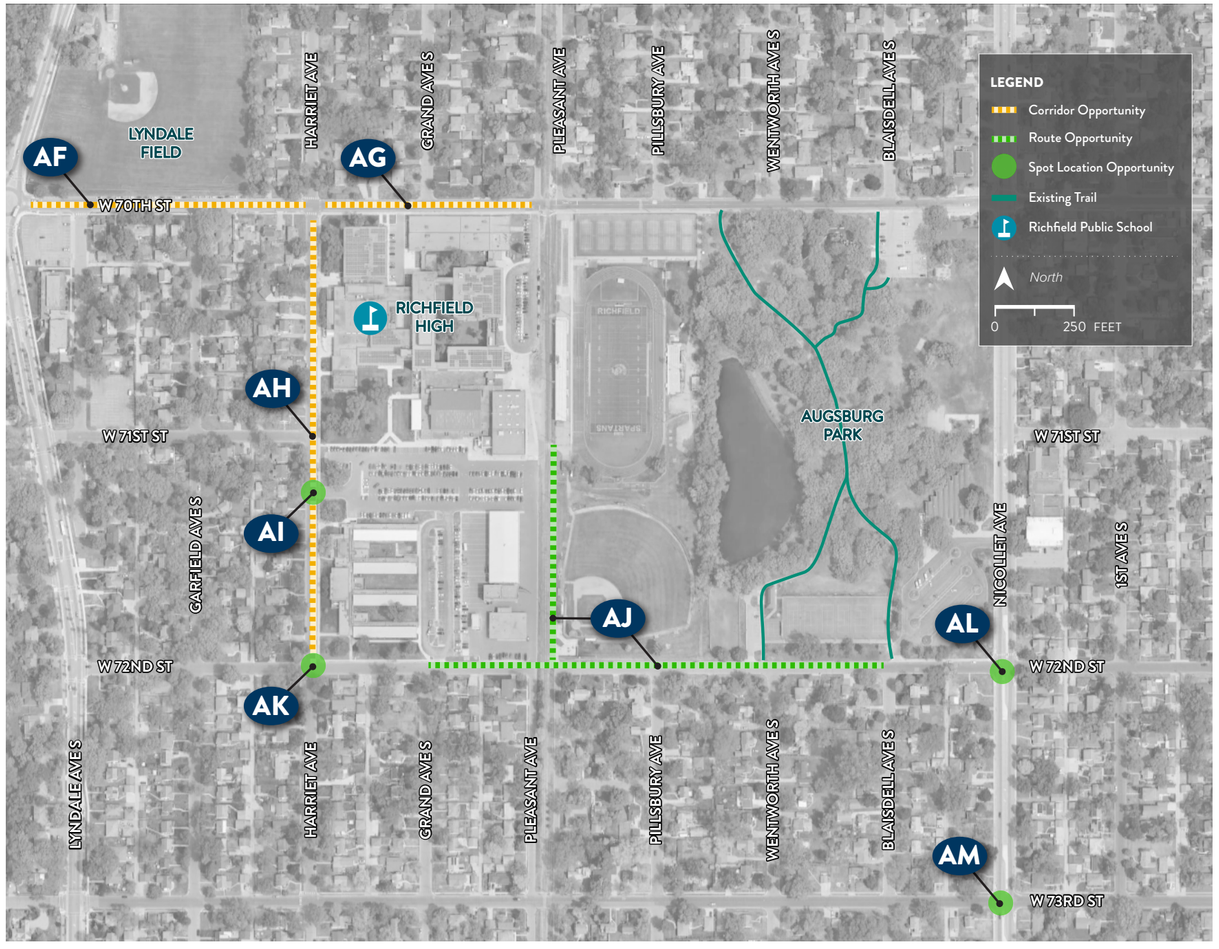
RECOMMENDATION
Implement treatments to improve visibility of people walking and biking, slow vehicles, and encourage yielding compliance. Explore options including signal adjustments to prioritize walking/biking movements, stop bars, stronger signage, or narrowing the turning radii.

WHY IS THIS RELEVANT?
Stakeholders noted that this location is a challenging intersection. Drivers are moving quickly coming off the interstate and not used to looking for people walking or biking. There was additional signage added in winter 2025 to enforce “no turn on red” restrictions, but many drivers do not obey this policy.

PRIORITY Low ○○●
School stakeholders and parents called attention to this location as a barrier for people walking and biking. This recommendation would be a high coordination improvement.

WHO WILL MAKE THIS HAPPEN?
MnDOT

Infrastructure Recommendations - Richfield High



W 70TH ST, BETWEEN LYNDALE AVE & HARRIET AVE



WHY IS THIS RELEVANT?

Students and parents/caregivers park at this location for pick-up, yet students crossing at W 70th St and Harriet Ave walk in the street to reach their vehicles or the park, which can feel uncomfortable with heavy traffic on W 70th St. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work

PRIORITY Low ○○●

School stakeholders did not highlight this corridor as high priority during this planning process, compared to other recommendations.

RECOMMENDATION

Add a sidewalk on the north side of 70th St between Harriet Ave and Lyndale Ave to connect the school and park/parking.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 70TH ST, BETWEEN HARRIET AVE & PLEASANT AVE



WHY IS THIS RELEVANT?

Drivers regularly park in the eastbound bike lane to pick up students, forcing students on bikes to ride on the sidewalk. This creates conflict between people walking on the sidewalk and those biking, as well as between students biking the wrong way in the westbound bike lane. Adding separation through bollards in the existing buffer space would ensure that people biking can access an unobstructed bike lane. This separated bikeway recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work

PRIORITY High ●○○

This recommendation had stakeholder support, and would help separate different modes of travel, making it safer for all road users to use.

RECOMMENDATION

In the short term, add bollards to existing bike lanes along W 70th St. In the long term, install sidewalk-level, one-way separated bikeways along W 70th St.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

HARRIET AVE, BETWEEN W 70TH ST & W 72ND ST



RECOMMENDATION
Install a raised crosswalk on Harriet Ave at W 71st St and chicanes on Harriet Ave.

WHY IS THIS RELEVANT?
Caregivers park along Harriet Ave in the no-parking zone during pick-up, and students cross mid-block (through bus loading) to reach them. This unpredictable crossing behavior creates a risky situation for drivers, pedestrians, and the many bicyclists who use Harriet Ave. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work.

PRIORITY High ●○○
The SRTS team designated this corridor as a high-priority recommendation, as many pedestrians, bicyclists, and drivers would benefit from safety improvements this close to the school entrance.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

ENTRANCE/EXIT TO RICHFIELD HIGH PARKING LOT, ON HARRIET AVE



RECOMMENDATION
Explore pedestrian visibility improvements and traffic calming at the driveway exit, such as adding bollards between the inbound and outbound lanes, adding a raised crosswalk across the driveway, or installing artistic crosswalks.

WHY IS THIS RELEVANT?
Drivers turn out of the parking lot without stopping after waiting in long queues, which creates uncomfortable crossings for students walking. More visible crossing infrastructure would improve yielding behavior and remind drivers to look for people crossing.

PRIORITY High ●○○
School stakeholders raised many concerns about this location due to the high volume people who pass through here, and agreed that the location should be a high priority for improvements.

WHO WILL MAKE THIS HAPPEN?
City of Richfield, Richfield Public Schools

W 72ND ST, GRAND AVE TO BLAISDELL AVE, AND W 72ND TO SCHOOL



RECOMMENDATION
Install sidewalk along the north side of W 72nd St (including an at-grade railroad crossing in the long-term), and sidewalk along the east side of the railroad from W 72nd St to the school.

WHY IS THIS RELEVANT?
The railroad and a lack of sidewalk create an interrupted network to school, deterring some students from walking. Adding sidewalks along the railroad and W 72nd St would provide more accessible, direct access for students and community members walking from the east and south, making use of an existing railroad crossing. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work.

PRIORITY Medium ○●○
The SRTS team expressed much interest in making the connection across the railroad accessible, as many students could use this corridor to approach the school from the east and south side.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

W 72ND ST & HARRIET AVE



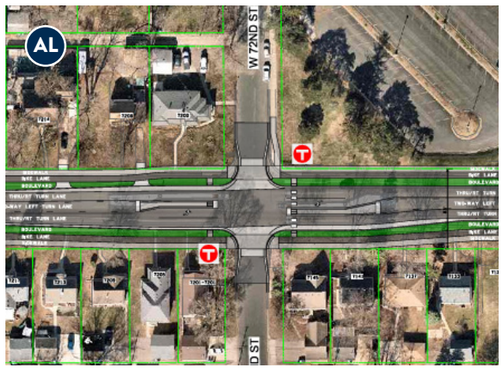
RECOMMENDATION
Explore short and long-term opportunities to narrow crossing distances, improve visibility for pedestrians, and improve accessibility of the existing crossing. Potential improvements range from quick build bollard and painted curb extensions, to raised crossings.

WHY IS THIS RELEVANT?
This intersection is difficult to cross for multiple reasons. Fast-moving cars, a diagonal crossing to connect sidewalk segments that switch sides, and drivers not yielding to pedestrians/bikes/other drivers make crossing at this location feel stressful. Shortening the crossing distances, slowing vehicle turning speeds, and improving pedestrian visibility would help this crossing feel safer.

PRIORITY High ●○○
With the listed safety issues, this intersection could benefit significantly from safety improvements. A large number of school community members would feel positive impacts of investment here.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

W 72ND ST & NICOLLET AVE



WHY IS THIS RELEVANT?

This is a popular intersection as it leads to the library, community center, high school, and Augsburg Park, but there are currently no measures to alert drivers to the crosswalk.

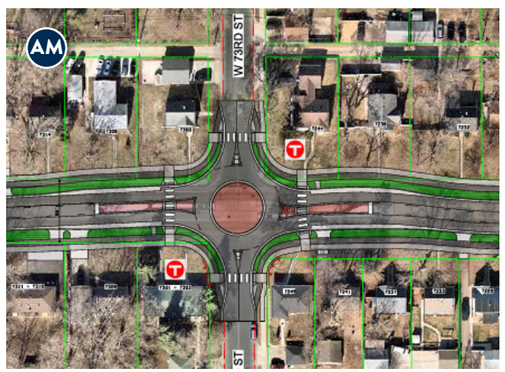
WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

IMPROVEMENT

Hennepin County is currently in final design for the Nicollet Avenue reconstruction (66th St to 77th St) in 2026; this crossing has been identified for a Rectangular Rapid Flashing Beacon (RRFB) to improve pedestrian visibility.

W 73RD ST & NICOLLET AVE



WHY IS THIS RELEVANT?

Many students use W 73rd St to walk or bike to school as it currently has the closest railroad crossing to the high school when coming from the southeast.

WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

IMPROVEMENT

Hennepin County is currently in final design for the Nicollet Avenue reconstruction (66th St to 77th St) in 2026; this intersection will be a compact roundabout with marked crosswalks and signage.

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Infrastructure Recommendations - Richfield College Experience Program



CORRIDOR ALONG 4TH AVE, NORTH OF E 71ST ST



WHY IS THIS RELEVANT?

There is a sidewalk gap between E 70th St and E 71st St on the east side, which can be a barrier to walking for students approaching RCEP from the north. Bridging this sidewalk gap would make it safer for students approaching from the north to reach the school. This suggested corridor is also identified as a Priority Pedestrian Route in the Richfield Active Transportation Plan and the Pedestrian Master Plan.

PRIORITY Low ○○●

With the low number of students walking or biking to RCEP, the potential benefit is smaller than other recommendations in this plan.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

RECOMMENDATION

Add a sidewalk on the east side of 4th Ave between 70th St and 71st St.

BUS STOP AT 4TH AVE & SCHOOL DRIVEWAY EXIT



WHY IS THIS RELEVANT?

Though this school bus stop is not an RCEP-specific facility, it is used by 10+ students currently, with minimal existing infrastructure for them to access it.

PRIORITY Low ○○●

With the low number of students walking or biking, the potential benefit is smaller than other recommendations in this plan.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Richfield Public Schools

RECOMMENDATION

Explore better waiting infrastructure for students using this school bus stop.



03. PROGRAMS



Introduction to Programs

Programs are opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.

Programs are focused on educating students, families, and the broader community about walking and biking. Programs also help to build a culture that supports and normalizes walking and biking to school and other destinations. Because programs are low cost and can often be implemented quickly by an individual school or the school district, they represent an important Safe Routes to School strategy that complements longer-term strategies, including infrastructure improvements and policy changes.

Building on the solid history of SRTS work in Richfield, the planning team identified three goals to guide future program efforts:

1. Ensure the sustainability of SRTS efforts
2. Build culture and community around walking and biking to school
3. Maintain strong bike education

The following section provides a number of program ideas that may be chosen and tailored to each school in the district, based on an individual school's need. The goals above should provide guidance as school, city, and community partners identify appropriate programs for implementation, with strategic direction from the district SRTS Coordinator.

Program Recommendations



EXISTING PROGRAMS

Richfield has strong foundation of SRTS programs, both district-wide and school-specific. By building on these existing programs with new or expanded efforts, Richfield can extend the reach of SRTS to more students in more ways.

Active or previously implemented programs include:

- A school district-wide bike fleet
- Walk! Bike! Fun! trainings for classroom educators and volunteers, maintenance for students and educators
- Encouragement days, including Walk and Bike to School days at the elementary schools, and Winter Walk to School Days
- Richfield Safety Camp and traffic garden pop-ups over the summer
- Social workers distributing lights, gloves, locks, and helmets for students with identified barriers

PROGRAM RECOMMENDATIONS

Conversations with school and district staff, caregivers, students, community members, and City and County staff led to the following program recommendations. Programs were identified to meet the needs, capacities, and interests of the community and were prioritized based on existing programs, input from local stakeholders, the extent to which the program would serve priority equity populations, and the readiness of the school to launch the program. All of these programs support at least one of Richfield's Program goals, as shown here.

1. Ensure the sustainability of SRTS efforts:

- Caregiver workshops
- Policies to dissuade personal car trips
- SRTS Coordinator position
- Traffic garden/bike park

2. Build culture and community around walking and biking to school:

- Crossing guard program
- Caregiver workshops
- Drop and walk
- Encouragement rides
- Promote health message
- School streets
- Suggested route maps
- Traffic garden/bike park
- Walking school bus or bike train

3. Maintain strong bike education:

- Continue existing bike education efforts
- Bike in physical education class
- Free Bikes 4 Kidz partnership
- On-site bike maintenance

EQUITABLE IMPLEMENTATION CONSIDERATIONS

Each of the recommended programs can be implemented to benefit priority populations. In some cases, programs are inherently beneficial, but other times they require intentional thought to make sure they are implemented equitably and reach students who could benefit the most from them.

When working to start a new or update an old program, school staff and partners should ask themselves:

- Who could benefit the most from this program?
- Are there any barriers to participating in this program, including cultural, social, or financial?
- Are there any school resources that can help reduce barriers to participation?
- Are there community partners who could help us spread the word about this program, or help make it more effective?

After an event, it is also important to think about what went well and what could be improved in the future. Helpful questions to consider include:

- Is this a one-off program, or is there a way to provide ongoing support for it?
- Were any student or family groups absent? Is there something that could help them participate in the future?
- What did students think of the event? Families? Staff?

Taking a few minutes before and after an event to check in on these questions can make a big difference in building a culture of walking and biking that is accessible to all students and families.



BIKE IN PHYSICAL EDUCATION CLASS

Some students do not know how to ride a bike yet, or may not be confident in maneuvering on their neighborhood streets. Having bike instruction in physical education class provides convenient empowerment for those who do not know how to bike yet.

When, where, and how will this be implemented?
School staff can partner with Bike MN to implement bike education that meets evolving MN curriculum standards.

Why is this relevant and recommended?
Some students may not know how to access bike education resources in their community. Implementing bike education in physical education class teaches them traffic rules and regulations, the potential hazards of traveling, and the skills needed to bike safely through their community, instead of relying on students and caregivers to seek bike education independently.

How will this address transportation inequities?
In-school curriculum provides all students an opportunity to engage with biking safety, regardless of the resources available to them outside of school.

How will this be evaluated?
Student participation counts.

Who needs to be involved to make this happen?
School staff, Bike MN.

What is the timeline for implementation?
Medium term (2-3 years).



CAREGIVER WORKSHOPS

Providing caregiver workshops can supply parents and comminity members with the tools, information and resources they need to feel confident sending their students to school by bike or foot.

When, where, and how will this be implemented?
Identify community partners, such as City departments or cultural organizations, to host workshops with the school's SRTS Coordinator. Summer workshops would prepare families for back-to-school walking and biking, and take advantage of SRTS Coordinator capacity. Content can be tailored to each community's need, and pull from recent trauma-informed SRTS work.

Why is this relevant and recommended?
Many parents were enthusiastic about Safe Routes to School, but didn't know where to start with their student.

How will this address transportation inequities?
Workshops, especially in partnership with cultural organizations and those focused on English Language Learners and families new to Richfield, can provide culturally relevant support for walking and biking safely.

How will this be evaluated?
Student and caregiver participation counts.

Who needs to be involved to make this happen?
School staff, Bike MN, community partners.

What is the timeline for implementation?
Short term (1 year).



CROSSING GUARD PROGRAM

Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street. Student crossing guards (also called student patrols) can also be used at corners after they have received safety training from a certified youth crossing guard trainer.

When, where, and how will this be implemented?
At intersections of concern, explore opportunities to expand use of adult crossing guards. The position could be augmented by an existing part-time school staff position, public safety staff, or supported with new, creative funding solutions.

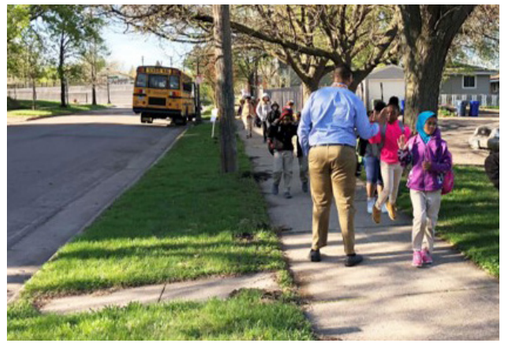
Why is this relevant and recommended?
Families are concerned about crossing safety near schools. Crossing guards can help address the safety concern while long-term infrastructure improvements are designed and implemented.

How will this address transportation inequities?
Crossing guards would improve access between schools and busier roads, providing more peace-of-mind for parents with inflexible work schedules who rely on their students to get themselves to/from school.

How will this be evaluated? Annual caregiver survey.

Who needs to be involved to make this happen?
School staff, City of Richfield.

What is the timeline for implementation?
Short term (1 year).



DROP AND WALK

During a drop-and-walk event (also called park and walk) bus drivers and caregivers drop students at a designated off-campus location and students walk to school from there. Remote drop-off events can help reduce congestion on campus and provide students who live further from school with an opportunity to walk.

When, where, and how will this be implemented?
School communications can encourage families driving to school to drop students at a central location. For example, parks and green spaces near schools may be utilized for a drop-and-walk.

Why is this relevant and recommended?
Walking on the way to school provides students an opportunity to start their day with activity and spend time in green space. Using more dispersed drop-off areas would also reduce the number of cars adding to congestion and safety concerns closer to school.

How will this address transportation inequities?
This program will promote walking and allow all students to participate in SRTS, even if they ride the bus.

How will this be evaluated? Annual caregiver survey.

Who needs to be involved to make this happen?
Students, School staff, crossing guards, parent volunteers.

What is the timeline for implementation?
Short term (1 year).



ENCOURAGEMENT DAYS

National Walk and Bike to School Days engage millions of students and families every October and May. Minnesota also celebrates Winter Walk to School Day in February. Additional education and encouragement programming can increase awareness and expand participation. Events can also take place more frequently (e.g., Walking Wednesdays) if there is interest and capacity.

When, where, and how will this be implemented?
In October, February, and May to start, adults or secondary school students can lead walking or biking groups along pre-identified routes. MnDOT provides materials and contests to promote the events.

Why is this relevant and recommended?
These events build enthusiasm for walking and biking, and help families try out new transportation options/routines.

How will this address transportation inequities?
Coordinated events can make walking and biking accessible to students disproportionately impacted by unsafe crossings.

How will this be evaluated?
Participation, student survey/caregiver survey

Who needs to be involved to make this happen?
School staff, students, parents.

What is the timeline for implementation?
Short term (1 year)



FREE BIKES 4 KIDZ

Not owning or having access to a bicycle can deter a child from biking regularly to school or even biking at all. Free Bikes 4 Kidz MN is a non-profit organization that organizes volunteers to refurbish donated bicycles and gives them away to kids who need them, so that every child can have the privilege of riding a bike.

When, where, and how will this be implemented?
School staff can get involved with Free Bikes 4 Kidz MN and request bikes on behalf of the students. FB4K staff will then coordinate next steps about selecting and picking up bikes for school staff to distribute.

Why is this relevant and recommended?
Providing access to bicycles can help students overcome one of the main barriers to biking regularly to school, which is bike ownership.

How will this address transportation inequities?
Access to a bicycle can be a financial or cultural barrier for many families. Students with limited resources would benefit from outside support to access a reliable bicycle.

How will this be evaluated?
Number of bicycles provided or repaired.

Who needs to be involved to make this happen?
Free Bikes 4 Kidz MN, local bike shops, school staff, Richfield Police Department.

What is the timeline for implementation?
Short term (1 year).



ON-SITE BIKE MAINTENANCE

Not having the proper tools, supplies, or knowledge to repair a bicycle can be a significant barrier for students. Partnering with community organizations to provide maintenance tools and help fix bicycles in poor condition is a way to grow student access to active transportation.

When, where, and how will this be implemented?
PTO or school/district staff could partner with community organizations such as Bike MN or local bike shops to provide subsidized maintenance tools and workshops.

Why is this relevant and recommended?
Bringing existing bicycles up to a rideable condition makes riding to school feasible when it otherwise wasn't. These partnerships can also grow enthusiasm for biking to school among students and families.

How will this address transportation inequities?
Access to bicycle maintenance tools can be a financial or cultural barrier for many families. Students with limited resources would benefit from outside support to repair and upkeep a reliable bicycle.

How will this be evaluated?
Number of bicycles provided or repaired.

Who needs to be involved to make this happen?
School/district staff, parents/PTO, community partners.

What is the timeline for implementation?
Short term (1 year).



POLICIES TO DISSUADE PERSONAL CAR TRIPS

Integrating policies to dissuade personal car trips can reduce the volume of cars that drive around schools during pick-up and drop-off times, which currently pose a risk to student safety, especially those walking and biking. Parking fees, fewer parking spaces, and less convenience and preferential treatment for drivers can convince some families to reconsider driving to school.

When, where, and how will this be implemented?
School staff can work with the Richfield High Green Team to decide on policies to implement, and communicate them to parents via school communication channels.

Why is this relevant and recommended?
Many parents rely on car trips to transport their children to school, but the volume of cars overflows into walk/bike routes and poses a risk to student safety.

How will this address transportation inequities?
This will support safety for children who walk and bike to school because a parent cannot drive them.

How will this be evaluated?
Annual caregiver survey on transportation preferences.

Who needs to be involved to make this happen?
School staff, Richfield High Green Team.

What is the timeline for implementation?
Medium term (2-3 years)



PROMOTE HEALTH MESSAGE

A coordinated community education campaign to promote the wellness benefits of biking and walking can help educate students and parents about active transportation's health benefits. Planning schedule of campaign activities to happen throughout the school year can build awareness and enthusiasm for walking and biking.

When, where, and how will this be implemented?
A health campaign can begin any time that there are staff resources to organize events and materials. Communications can be built into existing school and community channels used to reach parents.

Why is this relevant and recommended?
Education on the health message of biking seems to have dropped among Latino families, based on the results of the SRTS Richfield engagement survey. Promoting the health incentive can build enthusiasm for families who may not otherwise try biking or walking.

How will this address transportation inequities?
This program could be implemented to address barriers of concern for specifically Latino families as a priority populations.

How will this be evaluated?
Annual caregiver survey on transportation preferences.

Who needs to be involved to make this happen? School staff, Bike MN, culturally specific community partners.

What is the timeline for implementation?
Medium term (2-3 years).



SRTS COORDINATOR POSITION

A SRTS Coordinator, generally employed by the school district, serves as a point person between the many school, agency, and community partners involved in SRTS. Richfield has had a SRTS Coordinator for years, helping to support successful implementation of SRTS programs, including the district's traveling bike fleet.

When, where, and how will this be implemented?
Continue to fund a SRTS Coordinator position, potentially with funding support from MnDOT.

Why is this relevant and recommended?
Having a SRTS Coordinator to serve as point person between the many elements of SRTS planning and programming is vital to having a long-term, successful SRTS program.

How will this address transportation inequities?
SRTS coordinators are able to build long-term relationships with community partners, developing understanding to help support communities with the highest transportation burdens.

How will this be evaluated?
Retention of a SRTS Coordinator position.

Who needs to be involved to make this happen?
School staff.

What is the timeline for implementation?
Medium term (2-3 years)



SCHOOL STREETS

School Streets are temporary car-free zones adjacent to or leading up to a school that are strategically closed to vehicle traffic and opened to students walking, biking, and rolling. School Streets help manage traffic and improve safety during school arrival and dismissal by eliminating vehicle congestion in front of schools and creating an environment where students can safely walk, bike, roll, play and learn before, during, and after school.

When, where, and how will this be implemented?
The MnDOT school streets guide has helpful information for planning a school street. The best candidate locations for school streets are at schools with a grid street pattern, with alternative ways to drive around the area.

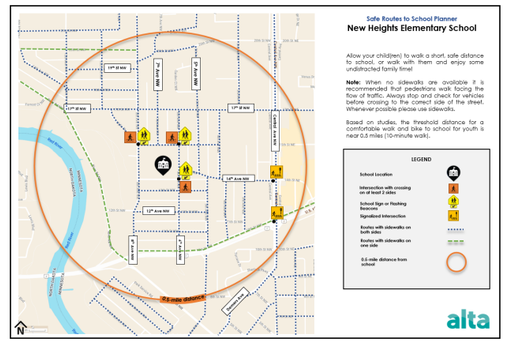
Why is this relevant and recommended?
School streets eliminate through traffic along this portion of the school and create a new space for students to engage in physical activity before and after school.

How will this address transportation inequities?
A School Street provides additional space for recreation for all students. This provides recreation time for students who do not have an opportunity to walk or bike to school.

How will this be evaluated? Student participation counts.

Who needs to be involved to make this happen?
Students, school staff, and parents/community members.

What is the timeline for implementation?
Medium term (2-3 years).



SUGGESTED ROUTE MAPS

Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. A well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings.

When, where, and how will this be implemented?
Richfield has existing route maps for the schools in this plan (excluding RCEP), updated in 2023. The map can be easily updated in the future and could include winter maintenance responsibilities. School and city staff can continue to improve the distribution of these maps to students and families.

Why is this relevant and recommended?
Particularly when there are major barriers, route maps can help to guide students along relatively safe routes and to navigate difficult crossings safely. Adding winter maintenance info helps community members contact the correct partner when there are issues or questions.

How will this address transportation inequities?
This program can provide families with a shared baseline understanding of walking conditions, even if they do not feel confident in that knowledge on their own.

How will this be evaluated?
Annual caregiver survey on transportation preferences.

Who needs to be involved to make this happen?
School district and City staff, MnDOT/SHIP.

What is the timeline for implementation?
Short term (1 year).



TRAFFIC GARDEN / BIKE PARK

A traffic garden is a permanent installation of a miniature street pattern that provides a riding circuit demonstrating a variety of roadway scenarios. Bike parks usually consist of one or more of the following: bicycle playgrounds, pump tracks, jump lines, skills courses, or trails.

When, where, and how will this be implemented?
An underutilized corner of pavement in a parking lot or edge of the playground could be transformed into a traffic garden with paint. Funding may be available from a MnDOT grant, and installation could involve volunteers. Students could be involved in the design.

Why is this relevant and recommended?
A designated space on school grounds would provide opportunities for students to incorporate walking and biking into the school day, either during recess, during PE classes, or as a break at other times.

How will this address transportation inequities?
Incorporating walking and biking into the school day, especially if a bike fleet is available, can provide opportunities for students who live farther from school.

How will this be evaluated?
Number of classes, trainings or events that use the space.

Who needs to be involved to make this happen?
School/district staff, MnDOT/SHIP, volunteers

What is the timeline for implementation?
Medium term (2-3 years).



WALKING SCHOOL BUS AND BIKE TRAIN

A Walking School Bus or Bike Train is a group of children walking or bicycling to school with one or more adults. Parents, caregivers, or even older students can take turns leading the group, which follows the same route every time and picks up children from their homes or bus stops at designated times.

When, where, and how will this be implemented?
Parents or caregivers of students who already walk or bike to school can organize along their current route. School staff can share materials with families to help jump-start the initiative. Families along a route can use Whatsapp chat groups to share status updates on their student's way to school.

Why is this relevant and recommended?
These groups build enthusiasm for walking and biking, and help parents and caregivers feel more confident in their student's safety getting to school.

How will this address transportation inequities?
These groups help parents or caregivers who have inflexible work schedules, such as shift work, feel confident that their student can get to school safely.

How will this be evaluated? Student participation counts.

Who needs to be involved to make this happen?
Students, parents/caregivers, and school staff.

What is the timeline for implementation?
Medium term (2 years).

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04. WORKING FOR CHANGE



Action Steps

This plan provides two critical ingredients for creating a more equitable transportation system around Richfield schools: prioritized sets of infrastructure and program recommendations. To make these recommendations a reality, all members of the Richfield community can play a role. The following text provides ideas for where to start.

PRIORITY SRTS INITIATIVES

- Traffic calming and crossing improvements on Harriet Ave
- Safety improvements at key crossings on Oliver Ave
- Traffic calming measures on Penn Ave
- Quick build crossing and visibility improvements near school entrances
- Key program opportunities that build on existing Richfield Public Schools and City efforts to make walking and biking more comfortable and accessible for students

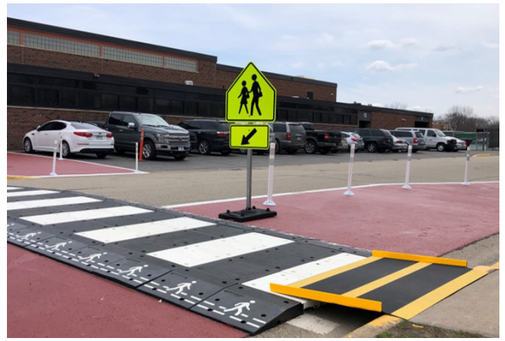
IMPLEMENTING INFRASTRUCTURE CHANGES

DEMONSTRATION PROJECTS

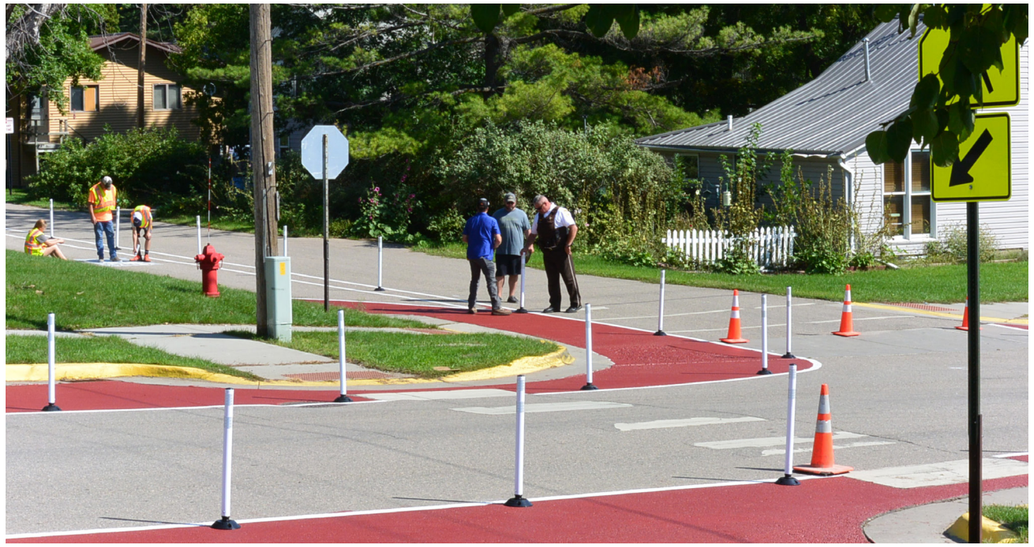
Before investing in a long-term infrastructure change, cities and partners may implement a demonstration project to test out an idea. These temporary projects are quick, have a relatively low installation cost, and build support for a long-term permanent change. Demonstration projects can also help engineers and designers make sure that design details are worked out before any new concrete is installed, such as making sure school buses have enough room to turn.

Demonstration projects can also be paired with programming or educational events to encourage additional behavior change. For example, new curb extensions may be paired with a crossing guard to bring additional attention to tricky crossing locations. Or a school may organize a Walk or Bike to School Day after installing a demonstration project to encourage students and families to try out the new infrastructure.

This raised crosswalk connects to a school entrance and slows traffic on the adjacent road.



A demonstration project can include multiple components. The project shown here includes curb extensions and an on-street walking lane where there is currently a sidewalk gap.



DEMONSTRATION PROJECT EXAMPLES

Demonstration projects can take many forms, with a few examples shown here. In previous SRTS efforts, communities have installed a shared use path on the street where there are no sidewalks (top left image, below), curb extensions at wide and uncomfortable intersections (top right and bottom), and a number of other creative solutions.

Demonstration projects are typically installed in the spring or fall to leave enough time to observe their impacts before winter arrives. In some cases, a community may be specifically interested in a component of winter maintenance and may design the project to stay in place through the winter.









TAKING COMMUNITY ACTION

A more equitable transportation system that prioritizes safe, comfortable, and fun opportunities to walk, bike, and roll benefits everyone. While this plan is focused on addressing connections to schools, many improvements will benefit people with no relationship to the schools because we all share the same streets, sidewalks, and trails. Likewise, many needed changes, such as reducing speed limits and normalizing walking and biking, extend far beyond the school system.

Your number one role as a community member is to advocate for changes that make walking, biking, and rolling safer, more comfortable, and more fun. Speak to elected officials, show up to community meetings, talk about walking and biking at school events and with school administrators, and organize and vote for candidates who support walking, biking, and public transit.

I AM A STUDENT, CAREGIVER, OR COMMUNITY MEMBER

Students, families, neighborhood associations, advocacy groups, and local businesses can have incredible influence when advocating for change in their school and broader community. This is true both as individuals, as well as when community members come together into groups, such as a Parent Teacher Organization or disability advocacy groups. For example, students, caregivers, and community members can support and lead SRTS initiatives including:

- Advocating for policy change and funding at City Hall
- Developing campaigns to generate enthusiasm and improve social conditions for SRTS
- Volunteering time to lead a Walking School Bus or organize a bike drive
- Fundraising for SRTS programs and small infrastructure projects

I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable transportation system. By describing the challenges and opportunities their students face around walking and biking, and by petitioning local elected officials for improvements, school district employees can support policy and infrastructure improvements that benefit their students and the broader community. Staff are also ideally positioned to implement the recommendations in this plan, whether it be a classroom-level curriculum or school district–wide policy around walking and biking.

I WORK FOR THE CITY OR COUNTY

As members of the governments that own, regulate, and maintain the roads, city and county staff can be instrumental in reorienting transportation policies and infrastructure around walking and biking to schools and other destinations. City and county staff can leverage their expertise to identify, advocate for, and implement changes that contribute toward a more equitable transportation system. Key policies that staff can support include:

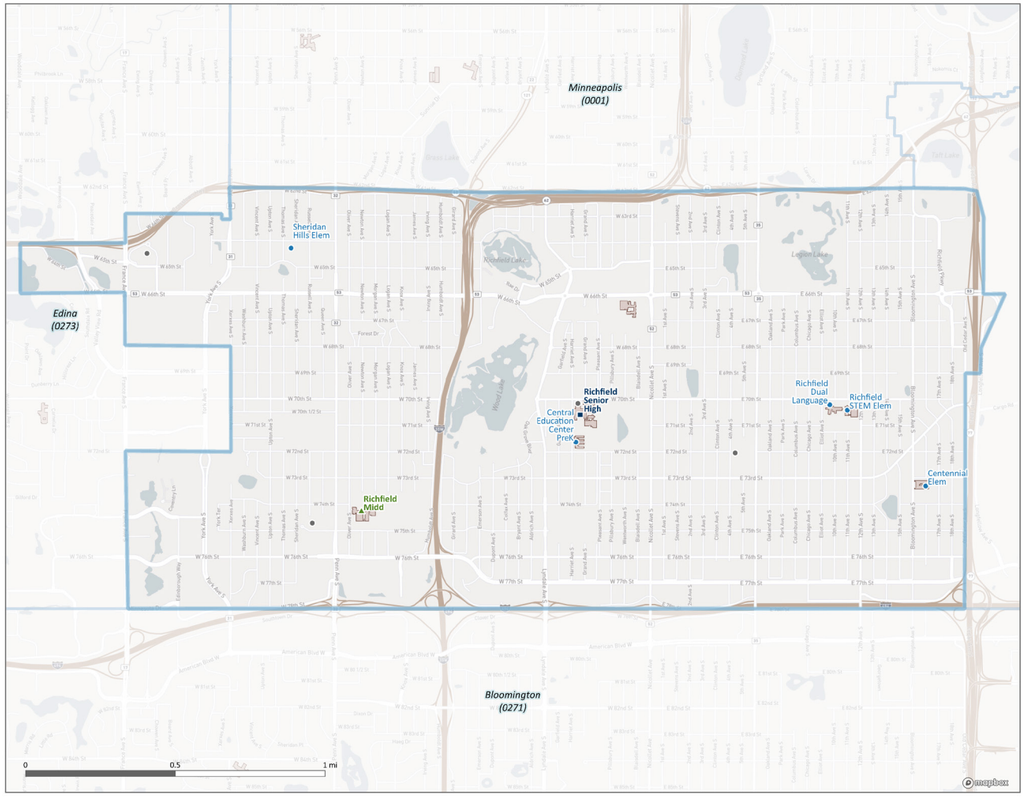
- Reducing lane widths and vehicular speed limits
- Reducing minimum parking requirements
- Revising land use regulations to promote denser and more integrated land uses that promote walkable and bikeable trips
- Prioritizing municipal maintenance and snow clearing of all pedestrian and bike facilities
- Requiring consideration of Complete Streets infrastructure as part of all road resurfacing and reconstruction projects

City staff can also use this report to support Safe Routes to School funding applications to programs such as MnDOT SRTS grants, federal infrastructure grants, and the Statewide Health Improvement Program (SHIP).



05. APPENDICES

Appendix A: Richfield Attendance Zone



Map produced by MN Department of Education. Last updated 2024.

Map Information

Public School Programs

- Elementary
- Middle and Junior High
- Secondary
- Other

Richfield Public School District (0280-01)

District Boundaries and Program Locations

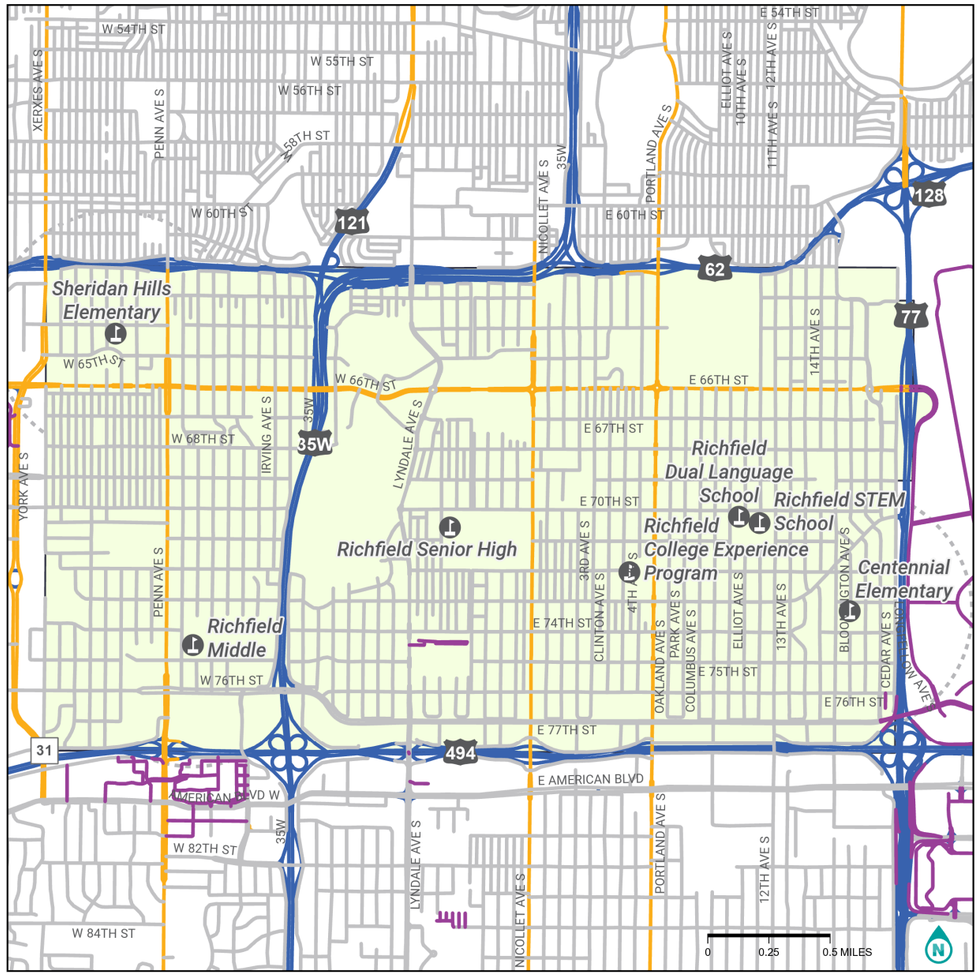
For a listing of public school programs within this school district, go to page 3. See page 2 for an additional map of specific attendance areas.

This map is intended to display a single public school district and the pertinent public school locations. School locations are labeled if they are classified as elementary, middle, or high schools. The school district boundary appearing on the map does not necessarily represent the legal boundary of the district. It is a generalization of the boundary maintained by the Department of Education, based on land parcel information from Minnesota counties. Please contact your county auditor or assessor to obtain an accurate legal description of the boundary.

Liability Statement

The Minnesota Department of Education (MDE) does not warranty the results you may obtain by using this map. It is provided without express or implied warranties, including warranties of merchantability and fitness. In no event will MDE be liable for any consequential, incidental, or special damages, including any lost profits or lost savings, even if an MDE representative has been advised of the possibility of such damages or any other claim by any third party.

Appendix B: Road Ownership



RICHFIELD
SAFE ROUTES TO SCHOOL

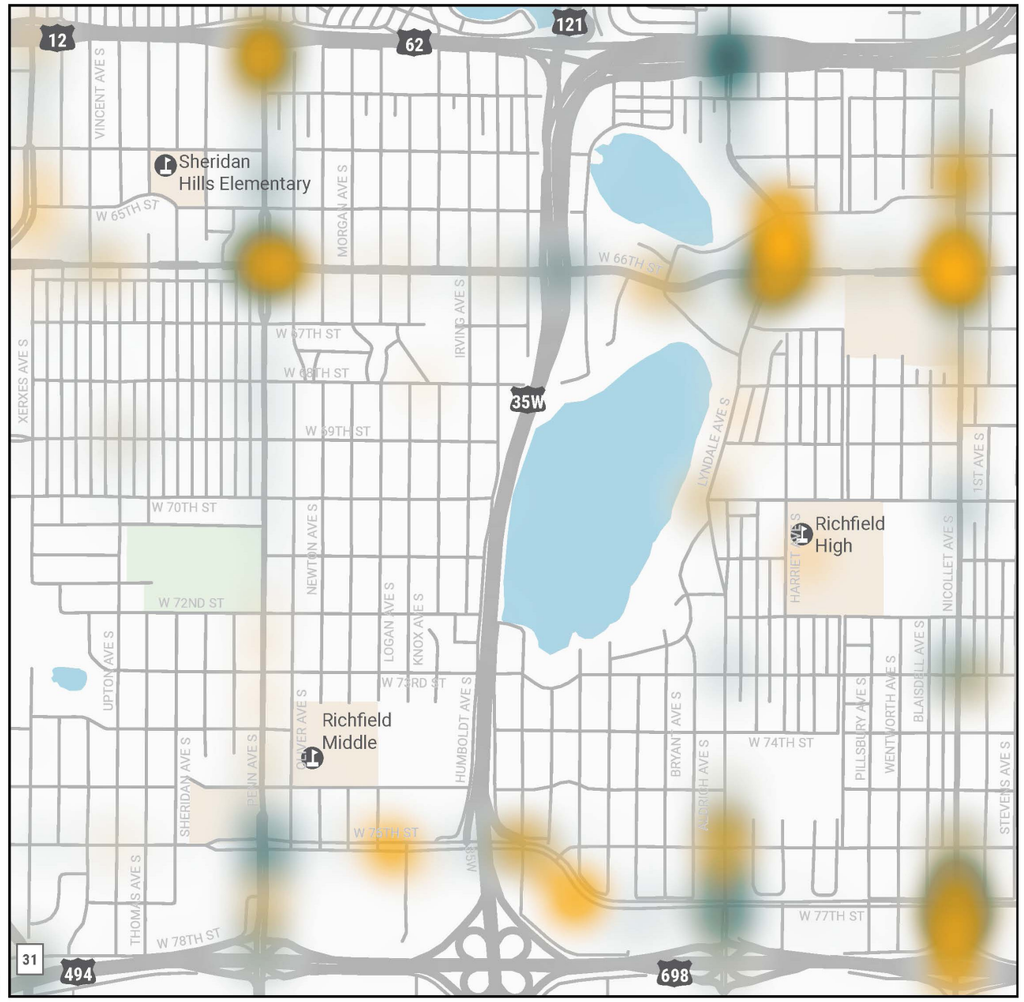
CENTENNIAL ELEMENTARY
RICHFIELD DUAL LANGUAGE SCHOOL
RICHFIELD STEM ELEMENTARY
SHERIDAN HILLS ELEMENTARY
RICHFIELD MIDDLE
RICHFIELD SENIOR HIGH
RICHFIELD COLLEGE EXPERIENCE PROGRAM

10-Minute Walk (0.5 Mile)
City of Richfield Boundary

Road Ownership
- State
- County
- Local
- Other

Refer to Appendix G for a description of the methods used to produce this map.

Appendix C1: Crashes by Road User Vulnerability (2014-2023)



RICHFIELD
SAFE ROUTES TO SCHOOL

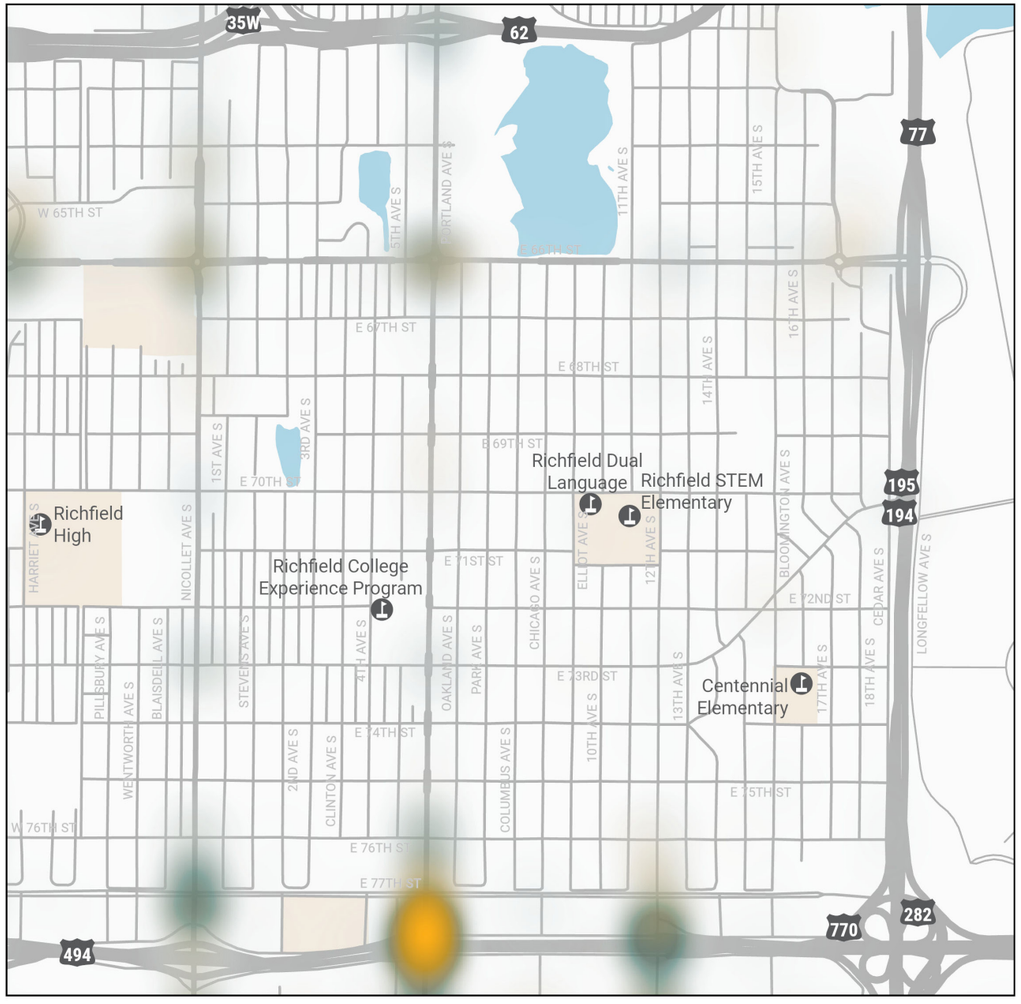
SHERIDAN HILLS
RICHFIELD MIDDLE
RICHFIELD HIGH

- Fewer Bike/Ped Crashes
- More Bike/Ped Crashes
- Fewer Vehicle Crashes
- More Vehicle Crashes

0 0.1 0.2 MILES

Refer to Appendix G for a description of the methods used to produce this map.

Appendix C2: Crashes by Road User Vulnerability (2014-2023)



RICHFIELD
SAFE ROUTES TO SCHOOL

RICHFIELD STEM ELEMENTARY
RICHFIELD DUAL LANGUAGE
RCEP
CENTENNIAL ELEMENTARY

Fewer Bike/Ped Crashes
More Bike/Ped Crashes
Fewer Vehicle Crashes
More Vehicle Crashes

0 0.1 0.2 MILES

N

MINNESOTA SAFE ROUTES TO SCHOOL
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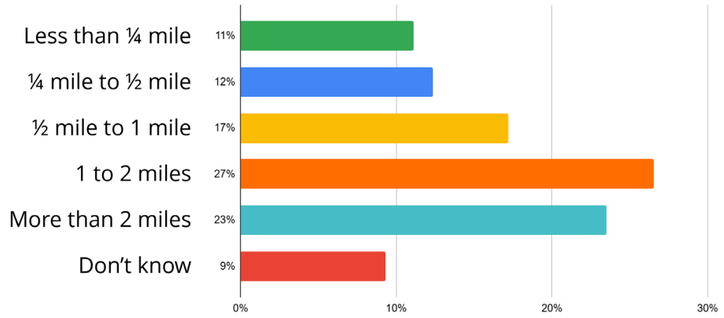
Refer to Appendix G for a description of the methods used to produce this map.

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Appendix D: Caregiver Survey Results

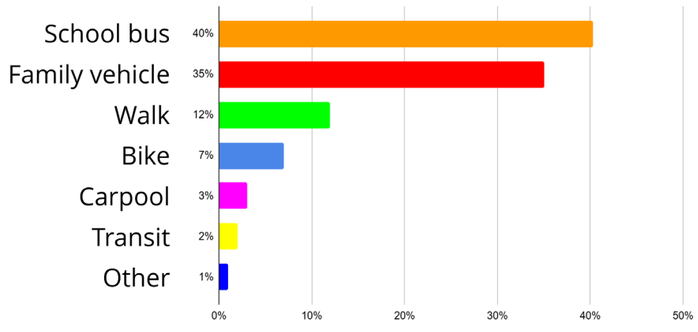
How far does your child live from school?

nswered: 494 Skipped: 0



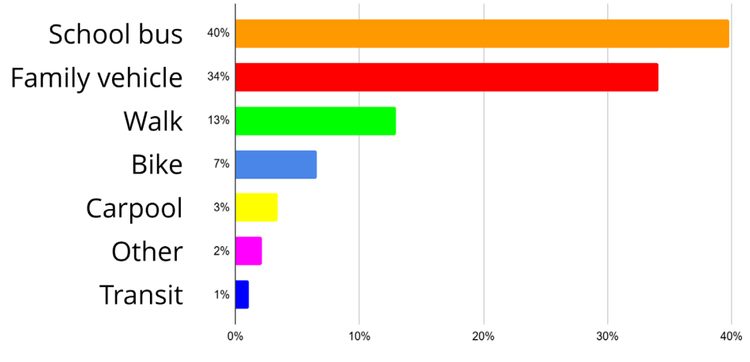
On most days, how does your child travel to school?

Answered: 494 Skipped: 0



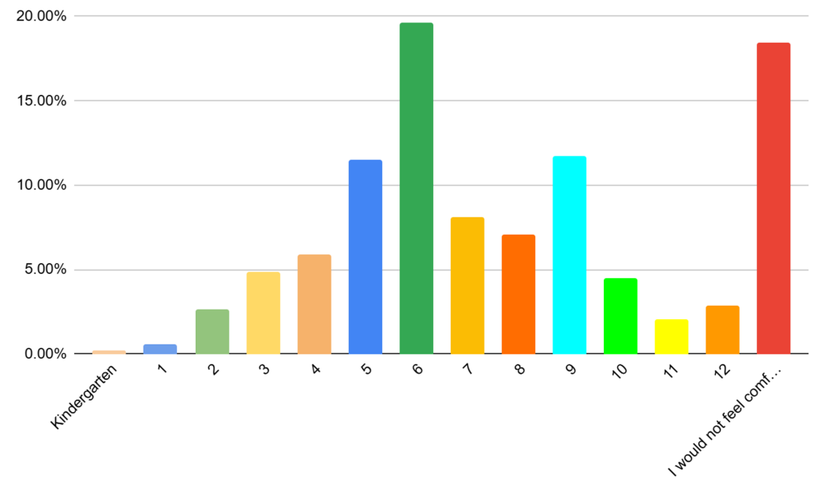
On most days, how does your child travel from school?

Answered: 472 Skipped: 22



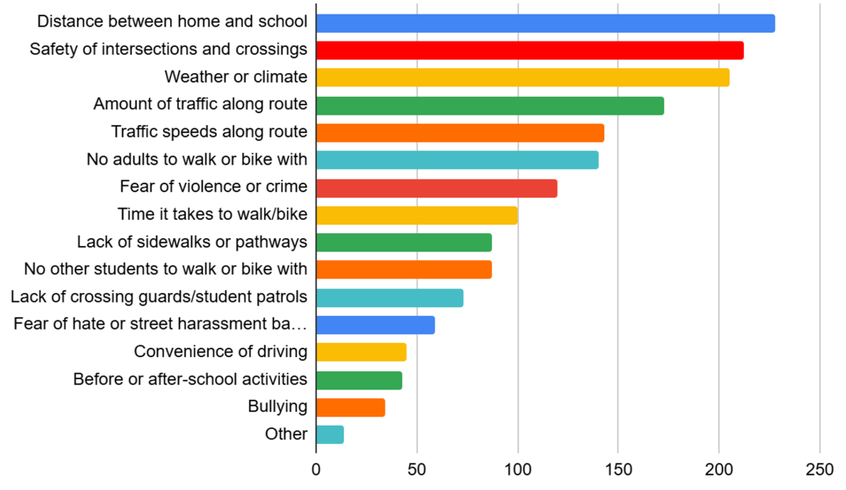
At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 494 Skipped: 0



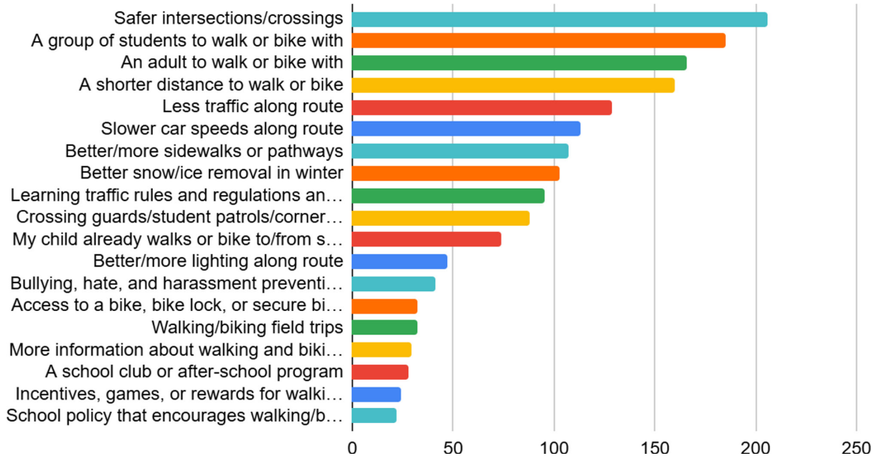
Caregiver: Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 494 Skipped: 0



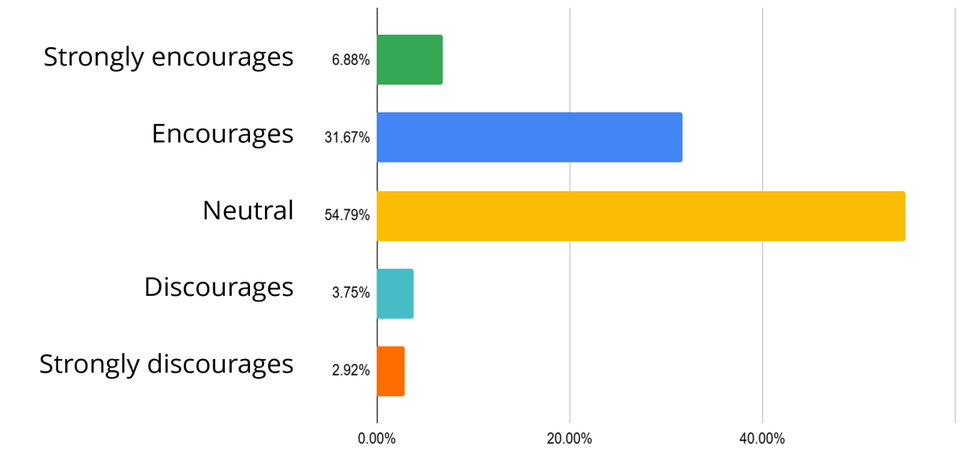
Parent: What would help your child walk or to/from/at school more often? (check your top 3)

Answered: 494 Skipped: 0



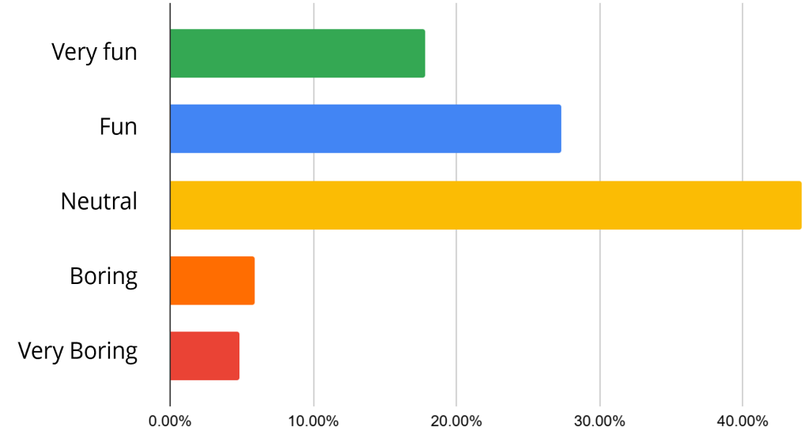
How much does your child's school encourage walking and biking to/from school?

Answered: 480 Skipped: 14



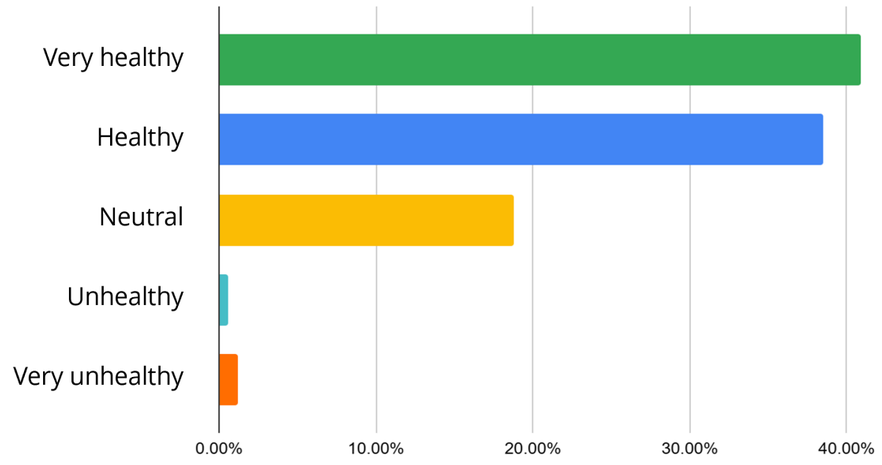
How much fun is walking or biking to/from school for your child?

Answered: 494 Skipped: 0



How healthy do you think walking and biking to/from school are for your child?

Answered: 494 Skipped: 0



Appendix E: Project Process and Timeline

Intro Call: SRTS staff and consultants meet with local SRTS team lead(s), review the timeline of the planning process, talk through the responsibilities of the different stakeholders, and identify short-term next steps, such as scheduling the kick-off meeting and finalizing stakeholders for the SRTS team, including local community members and staff from the school(s), city and county governments, and MnDOT.

Kick-off Meeting: the SRTS team, including SRTS staff and local and county participants, reviews the planning process and talks about high-level goals.

Engagement + Data Collection: SRTS staff and consultants work with the schools, non-profits, and the broader community to build awareness of the planning process, solicit input, and identify opportunities for programs and infrastructure improvements.

Rapid Planning Workshop: the SRTS team discusses past efforts around walking and biking in the community, identifies areas of need, and brainstorms possible resources, collaborations, and opportunities to implement new programs and infrastructure improvements.

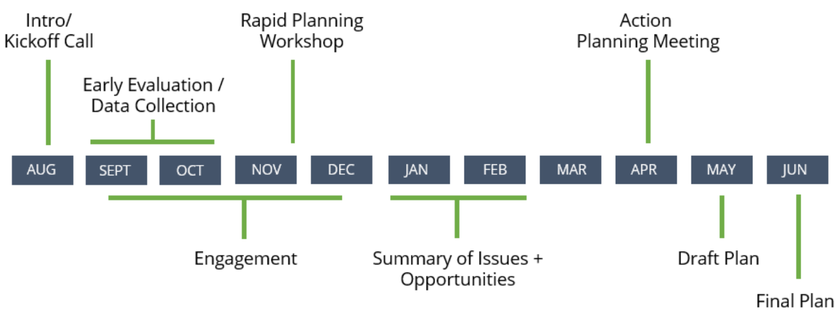
Summary of Issues + Opportunities: building on input from community engagement, data collection, the rapid planning workshop, and the technical meeting, SRTS staff and consultants compile identified program opportunities and locations where infrastructure improvements could support walking and biking to school.

Action Planning Meeting: the SRTS team reviews the summary of issues and opportunities and discusses possible actions to take in response to issues/ opportunities.

Draft Plan: the SRTS team reviews and provides feedback on a draft of the full plan.

Implementation Support: SRTS staff and consultants assist the community with short-term actions, such as designing and installing a concept for a demonstration project to test improvements at a problematic intersection near the school.

Final Plan: the completed plan is published online and in print and is formally adopted to guide future SRTS efforts for the school/district.



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Appendix F: Engagement Summary

INTRODUCTION

Safe Routes to School (SRTS) staff provided community engagement support to ensure that the SRTS plan captured the issues and opportunities with walking and biking to and from school in Richfield. SRTS staff assisted local teams in gathering information through an interactive online map, a caregiver survey, an in-person engagement event, a student discussion and a virtual Rapid Planning Workshop.

The goals and purpose of this engagement were to:

1. **Connect** with families where they're at
2. **Create** excitement for walking and biking
3. **Understand** walking and biking challenges
4. **Identify** opportunities related to infrastructure and programming
5. **Build** awareness for the Richfield Safe Routes to School Plan

These engagement strategies were chosen to make it easy for the Richfield community to talk to staff and participate.



Figure 1: A middle schooler shares the route she takes to get to school with SRTS staff using a map of Richfield.

TABLE 1: ENGAGEMENT STRATEGIES

DATE	STRATEGY	DESCRIPTION	COUNT
August 5, 2024	Kick-off meeting and equity discussion	SRTS staff and stakeholders met to discuss key demographics and potential partners within the Richfield community.	19 participants
September 15, 2024	Pop-up table at Richfield PennFest	SRTS staff and local team members engaged with students and families through a sticker survey, interactive map activity, informational handouts and question game.	120 participants
August-November 2024	Online interactive map	Participants left location-specific comments and mapped out their routes to school.	51 comments

DATE	STRATEGY	DESCRIPTION	COUNT
November 6-17, 2024	Online caregiver survey	Caregivers identified why their student may or may not walk or bike to/from school and what would help make it safer.	494 participants
November 19, 2024	Virtual Rapid Planning Workshop	SRTS staff and stakeholders met virtually to share existing data, propose infrastructure and program recommendations and discuss potential next steps.	22 participants
November 19, 2024	Student discussion	Students from Richfield Middle School shared their experiences walking and biking to/from school and their "big ideas" to make it better.	3 participants

KEY TAKEAWAYS

- Many Richfield students live outside of the city and have limited options for participating in Safe Routes to School.
- Busy streets and intersections were a major barrier for students to walk or bike to/from school. Some of the streets mentioned frequently during engagement included 70th Street, Penn Avenue, Nicollet Avenue and 35W.

IN-PERSON ENGAGEMENT SUMMARY

Intending to meet families at a popular event, SRTS staff attended PennFest on Sept. 15. SRTS staff brought a map of the school area and encouraged participants to share their route, areas of concern and potential ideas for improvement with sticky notes. The map also included a sticker survey for students to share demographic information, how often they walk or bike to or from school and what would make them more likely to do so. Finally, staff gave families an informational handout with a QR code that led them to the interactive engagement site. Handouts were available in English, Spanish, Hmong and Somali.

Staff engaged with about 120 people at the outdoor event. Approximately 28 students answered at least one question in the sticker survey, with participation from almost all grades. Most students who took the sticker survey shared that they rarely or never walk or bike to school. Responses to the question "What would make you more likely to walk or bike to/from school?" were mixed, but someone to walk or bike with received the

most stickers. Safer ways to cross roads, wider sidewalks, more sidewalks and faster ways to get to school when walking or biking all received stickers as well.

In conversation, many families shared concerns about intersections with high traffic such as Penn Avenue S, Highway 62 and Nicollet Avenue. Approximately half of the families shared that they live outside of Richfield and don't know how to support their students walking or biking to school because of the distance they would have to travel.

STUDENT DISCUSSION

During the virtual Rapid Planning Workshop, SRTS staff heard from three middle schoolers who bike to school. These students shared their experiences biking to school, what is preventing their peers from doing so and what they wish could be improved. Some of the ideas they discussed include:

- A lack of bike lanes on busy streets causes students to bike on the sidewalk and the traffic on Penn Avenue.
- Distance from school, cold weather and lack of biking equipment were the primary reasons they believed their peers chose not to bike to/from school.
- To encourage other students to walk and bike, their big ideas included having a designated walk and bike to school day each week and longer physical education classes devoted to biking education with more time for students to learn how to bike.

ONLINE ENGAGEMENT SUMMARY

Beginning in August, members of the Richfield community had access to an online interactive engagement site. The site offered information on the school district's SRTS plan and an interactive map for users to leave their comments and feedback on. The site was advertised at in-person events via a handout with a QR code.

An online survey was also available from Nov. 6 to 17. The survey was promoted in school newsletters, district-wide Facebook posts, direct calls from outreach workers to caregivers and through the distribution of a QR code during school pick-up. At Centennial Elementary, where participation was the most successful, completing the survey was included on a list of tasks at conferences that parents could complete to enter their student into a drawing to win prizes.

SURVEY

494 caregivers completed the survey, with participation from every school in the plan. Centennial Elementary had the most participation with 119 caregivers and Richfield Middle School was a close second with 110. Caregivers of students from every grade were represented. 42.4% of students represented in the survey were white, 33.5% were Hispanic or Latino and 8.5% were Black or African American. 69% of caregivers reported that they speak English at home and 28% reported that they speak Spanish.

- Students generally travel the same way to and from school. 40% of students take the school bus, 34% ride in a family vehicle, 13% walk, 7% bike and 3% carpool.
- 50% of survey respondents live over one mile from the school their students attend. 23% live over two miles. Nearly 50% of caregivers shared that distance between home and school was an issue preventing their child from walking and biking to/from school.
- When asked how much their child's school encourages walking and biking to/from school, roughly 55% answered "Neutral."
- When asked at what grade they would feel comfortable letting their student walk or bike to/from school, the median grade was sixth. 17% answered that they would not feel comfortable letting their student walk or bike to/from school at any age.
- Safety of intersections and crossings and weather or climate were the second and third most popular answers caregivers chose when asked what issues prevent their child from walking and biking to/from school (Figure 2).
- When asked what would help their child to walk and bike to/from school more, over 40% of caregivers answered safety of intersections and crossings. A group of students to walk or bike with was the second most popular answer. An adult to walk or bike with was the third. Still, over 30% of students answered a shorter distance to walk or bike.
- Roughly 45% of caregivers responded "Neutral" when asked how much fun walking and biking to/from school is for their child.

EQUITY

At the project kick-off meeting, participants noted several populations to keep in mind during the planning and engagement process. At Centennial Elementary, specifically, participants shared that there are some transient families who are not always coming from the same location. More generally, participants noted that many students have after school activities that lead them to travel from school at different times, especially at the middle and high school.

At this meeting, participants also suggested potential partners in future engagement including various parent-teacher organizations, the Richfield High School Green Team, the Richfield Transportation Commission and the Richfield Latino Family Association.

PROGRAMS

Across all engagement efforts, families shared the reasons why they do not walk or bike to/from school and what might encourage them to do it more often. Since families shared a variety of barriers, such as distance and busy streets, here are several solutions that could help address various barriers:

PARK AND WALK

Nearly half of the families SRTS staff talked with at PennFest live outside of Richfield and feel that the distance to school is too far for their students to walk or bike. Many caregivers also shared that they were unsure about letting their young students travel over busy roads and highways without their supervision. Park & Walk could work by allowing caregivers to drive their students or a carpool of students past busy roads, minimizing the distance that they must travel while still giving them the chance to try walking and biking.

CROSSING GUARD / STUDENT VALET

Since caregivers and students from schools across the city shared a concern from traveling through drop-off and pick-up traffic, adding Crossing Guards and Student Valets to the area could help eliminate traffic and get students across it safely in the meantime. Specifically, these programs could address many of the pressing concerns at Richfield Dual Language School and Richfield S.T.E.M. School. About 20% of all interactive map comments were placed on the streets bordering these schools, highlighting the heavy traffic and scary crossing conditions students must pass to get to school. Some caregivers specifically requested crossing guards or an increased adult presence to make sure there is extra surveillance near these roads.

"There is no crossing guard or blinking light here. Cars speed down this street so it would be great to have something there to alert drivers to people crossing the street."

-Interactive map comment left at 71st Street and 12th Avenue

CAREGIVER WORKSHOPS

Many caregivers at PennFest shared that they would love for their student to walk or bike to school, but don't know where to start, explaining that they didn't know which route to tell their student to take or which road safety rules they may need but might not think to share. Information geared toward caregivers in the form of workshops would give them answers to their questions

and give both them and their students more confidence in their student's ability to walk and bike to/from school.

BIKE TRAIN / WALKING SCHOOL BUS

Many caregivers at PennFest also shared that they were unsure about letting their students travel alone to school while several students shared that they would be more likely to travel to school by bike or foot if they had friends to walk with—a Bike Train would address both issues. However, since caregivers to younger students seemed more uneasy about letting their child go alone, a Walking School Bus with a parent might be a better option for the families of elementary school students. One caregiver in specific shared that they followed their student by bike for the first few weeks, giving them both peace of mind and confidence in the process.

INFRASTRUCTURE

Throughout engagement, the project team heard that busy streets with dangerous intersections serve as barriers for students when walking and biking to/from school.

70TH STREET

70th Street was referenced repeatedly as a primary road that students take or must cross to get to school. Since the road consistently features traffic, high speeds and drivers who pay little attention to the surrounding pedestrians, many families opt to take 71st Street. Another specific complaint was that many students choose to bike on the sidewalks along 70th Street because of the lack of protected bike lanes, causing sidewalk traffic to be scary as well.

"Add a protected bike lane on E 70th St [near Richfield High School] like the one on 76th St because a lot of students bike on the sidewalk."

-Caregiver at PennFest who walks to school with their child

70TH STREET AND 12TH AVENUE

This intersection near Richfield S.T.E.M. School and Richfield Dual Language School received a lot of attention on the interactive comment map, with caregivers concerned for the students who must walk or bike through it to get to school. According to caregivers, it is not uncommon for drivers to ignore the stop sign or go through the crosswalk when there are students present. Several caregivers suggested increasing supervision at this intersection.

"There should be a school staff member at 70th and 12th, with the crossing guards (if they are even out). The parents driving to school are always blocking the intersection and not fully stopping for kids or parents. The drivers don't seem to care at all for the families that are walking or biking to school."

-Interactive comment left at 70th Street and 12th Avenue

HIGHWAY 62 AND PENN AVENUE S

Families shared that a lack of visibility causes cars turning left off Highway 62 to sit in crosswalk and block access to pedestrians and bicyclists. They also shared that there is no crosswalk on Penn Avenue running east to west over the highway. Due to these concerns, families that attend Sheridan Hills Elementary nearby requested there be crossing guards here.

Appendix G: Methods and Data Sources

CRASHES BY ROAD USER VULNERABILITY

Visualized crashes are taken from a crash database that spans from 2014 to 2023. Pedestrian- and bike-involved crashes were those events with "Crash Type Description" values of either "Pedalcycle (bike)" or "Pedestrian". If any crashes involved a pedestrian, the Pedestrians (Focus Area) will be labeled with a Y. Similar for bicycles, younger drivers, and a number of other focus areas.

ROAD OWNERSHIP

Highway Performance Monitoring System (HPMS) data from 2021 were visualized on the basis of each road segment's "Ownership" value. These values were consolidated from 26 categories down to four for visualization purposes; these four categories were "County," "Local," and "Other."

SCHOOL ENROLLMENT CHARACTERISTICS

School year 2024-2025 enrollment data were downloaded from the Minnesota Department of Education Data Center.

PRIORITY EQUITY AREAS

Data representing priority populations used for this report is from MnDOT's Active Transportation Equity application. This process used a set of data inputs to assign an equity score to half-mile hexagons across the state of Minnesota, for use in awarding Active Transportation Program grants.

Scores range from 0 to 13 out of a possible 15 points (note that no hexagon received 15/15 points). Higher numbers of points indicate areas with greater equity needs that will receive more points in the equity section of grant solicitation.

Input data sets used to create the scores include:

- Life expectancy lower than MN average (CDC U.S. Small-area Life Expectancy Estimates Project 2010-2015)
- Presence of transit (Metropolitan Council, 2019; MnDOT Office of Transit and Active Transportation)
- Presence of pedestrian-generating jobs (On the Map LEHD 2017)
- Presence of schools (Minnesota Department of Education SY 2019-2020)
- Two or more pedestrian crashes within 5 years (DPS Crash Data, 2014-2018)
- Tribal government areas (MnDOT Tribal Government Areas)
- Foreign born population greater than MN average (American Community Survey 2017 5-year estimates)
- More people 17 and under than MN average (American Community Survey 2017 5-year estimates)

(Continued on next page)

- More people 65 and older than MN average (American Community Survey 2017 5-year estimates)
- More people with disabilities than MN average (American Community Survey 2017 5-year estimates)
- More people of color than MN average (American Community Survey 2017 5-year estimates)
- More people with low incomes than MN average (American Community Survey 2017 5-year estimates)
- More people without vehicle access than MN average (American Community Survey 2017 5-year estimates)
- More people who do not speak English than MN average (American Community Survey 2017 5-year estimates)
- More people without high school diplomas than MN average (American Community Survey 2017 5-year estimates)


MINNESOTA
SAFE ROUTES
TO SCHOOL

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: RHS 2025 Toilet Room Renovations - Change Order #1

(Recommended by the superintendent)

That the board of education approve RHS 2025 Toilet Room Renovations Change Order #1 for a net increase of $20,370.82.

Background Information

- PR #1 added demolition scope for items found to not require abatement after testing.
- PR #2 Owner added roof hydrant above third floor toilet room.
- CR #3 Additional duct replacement on third floor to accommodate new work.

The original (Contract Sum)	$728,000.00
Net Change by previously authorized Change Orders	$0.00
The contract sum prior to these Change Orders	$728,000.00
The contract sum will be increased by these Change Orders in the amount of	$20,370.82
The new contract sum including all Change Orders will be	$748,370.82

AIA® Document G701® – 2017

Change Order

PROJECT: *(Name and address)* Richfield High School 2025 Toilet Room Renovations (242200) 7001 Harriet Avenue Richfield, Minnesota 55423	**CONTRACT INFORMATION:** Contract For: General Construction Date: March 4, 2025	**CHANGE ORDER INFORMATION:** Change Order Number: One (1) Date: October 3, 2025
OWNER: *(Name and address)* Independent School District #280 - Richfield Public Schools 7001 Harriet Avenue Richfield, Minnesota 55423	**ARCHITECT:** *(Name and address)* Wold Architects and Engineers 50 South Sixth Street, Suite 2250 Minneapolis, Minnesota 55402	**CONTRACTOR:** *(Name and address)* Brennan Construction of MN, Inc. 3255 Garfield Avenue, Suite 200 Minneapolis, Minnesota 55408

THE CONTRACT IS CHANGED AS FOLLOWS:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)
PR No. 1 - Added demolition scope for items found to not require abatement after testing. *Add $7,368.44*
PR No. 2 - Owner added roof hydrant above third floor toilet room. *Add $7,576.19*
CR No. 3 - Additional duct replacement on third floor to accommodate new work. Existing ductwork was discovered to be in conflict with new toilet walls after the plaster ceiling was removed. *Add $5,426.19*

TOTAL CHANGE ORDER NO. 1 ADD $20,370.82

The original Contract Sum was	$	728,000.00
The net change by previously authorized Change Orders	$	0.00
The Contract Sum prior to this Change Order was	$	728,000.00
The Contract Sum will be increased by this Change Order in the amount of	$	20,370.82
The new Contract Sum including this Change Order will be	$	748,370.82

The Contract Time will be unchanged by Zero (0) days.
The new date of Substantial Completion will be August 22, 2025

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

ARCHITECT *(Signature)*	**CONTRACTOR** *(Signature)*	**OWNER** *(Signature)*
Matt Mohr | AIA | Associate *(Printed name, title, and license number if required)*	Joe Brennan - President *(Printed name and title)*	*(Printed name and title)*
October 3, 2025 *Date*	10/6/25 *Date*	*Date*

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User Notes: (68b7412fb4075f2d6274ff68)

BRENNAN COMPANIES

Building Together

DATE: September 2, 2025
TO: Matthew Mohr - Wold Architects & Engineers
CC: Scott Jones - Brennan Construction
Dan Kretsinger - Richfield Public Schools

CR#: 01
Project Name: Richfield High School
BC Job #: 25-06

FROM: Ryan McDonald - Brennan Construction
RE: Richfield High School - PR #1

Contractor	Item Description	Labor	Material	Total
Subcontractors:				
Select Demo	Demo Hard Deck Ceilings and Remove Lockers	$ -	$ -	$ 6,935.00
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
			Subs Subtotal:	$ 6,935.00
Brennan Companies:				
			GC Subtotal:	$ -

Ins. & Bond	0.00%	$ -
Builders Risk	0.00%	$ -
Equip Repl.	1.25%	$ 86.69

5% OH&P on subs	$ 346.75
10% OH&P on GC	$ -
3% General Conditions	$ -

TOTAL:	$ 7,368.44

Architect Approval: _____

201 N Riverfront Drive, Suite 210 | Mankato, MN 56001 P 507-625-5417 F 507-625-4805 E brennan@bcofmn.com

INVOICE

Brennan Companies

Invoice Date
Jul 28, 2025

Invoice Number
INV-5090

Reference
Richfield High School

Select Demo LLC
1767 155th St NW
Monticello, MN 55362
www.selectdemollc.com
Landon Miller
612-462-5700
landonm@selectdemollc.com

Item	Description	Amount USD
Additional Work	Remove hard deck ceilings in 3 main restrooms not shown on print. Prevailing wage included Waste removal	5,450.00
Additional Work	Haul out lockers to contractor provided dumpster.	1,485.00
	Subtotal	6,935.00
	TOTAL TAX	0.00
	TOTAL USD	**6,935.00**

Due Date: Aug 27, 2025

We appreciate your business and look forward to helping you again soon on your future projects.

BRENNAN COMPANIES

Building Together

DATE: September 2, 2025
TO: Matthew Mohr - Wold Architects & Engineers
CC: Scott Jones - Brennan Construction
Dan Kretsinger - Richfield Public Schools

CR#: 02
Project Name: Richfield High School
BC Job #: 25-06

FROM: Ryan McDonald - Brennan Construction
RE: Richfield High School - PR #2

Contractor	Item Description	Labor	Material	Total
Subcontractors:				
Major Mechanical	PR #2 - Add Roof Hydrant	$ -	$ -	$ 3,470.53
BL Dalsin	PR #2 - Add Roof Hydrant			$ 3,660.00
				$ -
				$ -
				$ -
				$ -
				$ -
			Subs Subtotal:	$ 7,130.53
Brennan Companies:				
			GC Subtotal:	$ -

Ins. & Bond	0.00%	$ -
Builders Risk	0.00%	$ -
Equip Repl.	1.25%	$ 89.13

5% OH&P on subs	$ 356.53
10% OH&P on GC	$ -
3% General Conditions	$ -

TOTAL:	$ 7,576.19

Architect Approval: _____

201 N Riverfront Drive, Suite 210 | Mankato, MN 56001 P 507-625-5417 F 507-625-4805 E brennan@bcofmn.com

MAJOR MECHANICAL

7601 Northland Drive North • Brooklyn Park, MN 55428 • Ph: (763) 424-6680 • www.majormech.com

July 14, 2025

Brennan Construction
3255 Garfield Ave, Ste 200
Minneapolis, MN 55406
Attn: Ryan McDonald

RE: Richfield High School 2025 Toilet Renovations
Richfield, Minnesota
PR-02 – Added Roof Hydrant

Ryan,

Cost to add roof hydrant, piping and valves per PR-02.

Material and Taxes	$ 2,235.02
Labor 8 hours x $115.00 =	$ 920.00
Sub-Total	$ 3,155.02
Mark-Up	$ 315.51
Total Add	$ 3,470.53

Excludes: Roof Cutting and Patching

If you have any questions or would like to discuss the scope or pricing, please feel free to contact me at 763-296-5649 office or 763-331-4735 mobile.

Thank You,

Jay Johnson
Project Manager
Major Mechanical

TO:	**BRENNAN COMPANIES**	**DATE:**	**7/24/2025**
ATTENTION:	**RYAN MCDONALD**	**PROJECT:**	**RICHFIELD HIGH SCHOOL PR#2**

The undersigned hereby proposes to furnish for the above referenced facility all material, labor and equipment to perform the work in accordance with the plans and specifications including the following.

GENERAL CONDITIONS:

1) **All work is to be performed by members of Roofers Local 96.**
2) **Set up site safety equipment as needed to perform work.**
3) **All work to be done in accordance with the manufacturer's requirements.**

WORK SCOPE SUMMARY:

4) **Remove roofing at spotted location for new penetration.**
5) **Install 3 plies of roofing felt in MBR cold process lapping onto existing membrane at 1 new pitch pan. Fill pitch pan with pourable sealer.**
6) **Redistribute existing aggregate to work areas.**
7) **Clean up and haul away all debris created by our scope of work.**

NOTES:

1) **Location of new plumbing fixture to be where roof hatch was recently removed and roofing patched using cold adhesive process which will require more time to remove fresh patching.**
2) **Bonds or Permits**
3) **Mechanical/Electrical Disconnect & Reconnect**
4) **Supplying/Spotting New Plumbing Fixture Not Included.**
5) **Cutting/Patching of Roof Deck**
6) **Night/Weekend/Overtime Work**

BASE BID PRICE: $3,660.00

BL DALSIN ROOFING

John Constance
Service Manager
831-869-1977

ACCEPTED:

Date:

Note: This proposal is subject to a price revision if not accepted by contract within 30 days.

Monthly invoices are sent on the 15th and 30th of the month. Payments are due upon receipt.

RIDER #1

ASBESTOS/HAZARDOUS SUBSTANCE

The owner warrants that there are no asbestos containing materials present in or on the building that could be affected in the performance of this work under contract. Contractor's scope of work shall not include the identification, detection, abatement, encapsulation, removal and/or disposal of asbestos or other hazardous substances. If contractor encounters or disturbs in any way any such products or materials in the course of performing its work, or if such hazardous materials are encountered by any other firm performing work at the job site and contractor determines that such materials present a hazard to its employees, contractor shall have the right to discontinue its work and remove its employees from the job site until such products or material, and any hazards connected therewith, are located and abated, encapsulated or removed, or it is determined that no hazard exists (as the case may require), and contractor shall receive an extension of time to complete its work hereunder and compensation for delays or other additional costs encountered as a result of such situation or correction. (This is required by our insurance company).

MECHANICAL AND OTHER ROOFTOP EQUIPMENT

If, in order for BL Dalsin Roofing (BLD) to perform its work under this contract, it becomes necessary to disconnect, remove, relocate or otherwise deal with any mechanical or other equipment located on the deck or other surface on which BLD's work is to be performed, Owner to Owner's agent shall provide for the disconnection, removal , relocation, or other appropriate action with respect to such mechanical or other equipment and further, shall provide for the reconnection, replacement or relocation of such mechanical or other equipment following completion of BLD's work. BLD shall have no responsibility with respect to any such rooftop equipment.

MOLD

Moisture that has entered into the building prior to our installation or repair of the roofing system may result in mold growth. We disclaim any and all responsibility for damages to persons or property arising from or relating to the presence of mold in the building. By executing the contract to which this Notice is affixed, Owner 1) releases us from any and all claims Owner and Owner's a) family members, b) employees, c) tenants or d) any other building occupants may have as a result of such mold growth and 2) agrees to hold us harmless from any and all penalties, actions, liabilities, costs, expenses and damages arising from or relating to the presence of mold in Owner's building.

CONCRETE ROOF DECK

BL Dalsin Roofing's (BLD) commencement of the roof installation indicates only that BLD has visually inspected the surface of the roof deck for visible defects and has accepted the surface of the roof deck. BLD is not responsible for the construction, structural sufficiency, durability, fastening, moisture content, suitability, or physical properties of the roof deck or other trades' work or design. BLD is not responsible to test or assess moisture content of the deck or substrate.

BRENNAN COMPANIES

Building Together

DATE: September 17, 2025
TO: Matthew Mohr - Wold Architects & Engineers
CC: Scott Jones - Brennan Construction
Dan Kretsinger - Richfield Public Schools

CR#: 03
Project Name: Richfield High School
BC Job #: 25-06

FROM: Ryan McDonald - Brennan Construction
RE: Richfield High School

Contractor	Item Description	Labor	Material	Total
Subcontractors:				
Major Mechanical	Demo & Install New Ductwork on 3rd Floor Ceiling Space	$ -	$ -	$ 5,107.00
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
			Subs Subtotal:	$ 5,107.00
Brennan Companies:				
			GC Subtotal:	$ -

Ins. & Bond	0.00%	$ -
Builders Risk	0.00%	$ -
Equip Repl.	1.25%	$ 63.84

5% OH&P on subs	$ 255.35
10% OH&P on GC	$ -
3% General Conditions	$ -

TOTAL:	$ 5,426.19

Architect Approval: _____

201 N Riverfront Drive, Suite 210 | Mankato, MN 56001 P 507-625-5417 F 507-625-4805 E brennan@bcofmn.com

MAJOR MECHANICAL

7601 Northland Drive North • Brooklyn Park, MN 55428 • Ph: (763) 424-6680 • www.majormech.com

September 5, 2025

Brennan Construction
3255 Garfield Ave, Ste 200
Minneapolis, MN 55406
Attn: Ryan McDonald

RE: Richfield High School 2025 Toilet Room Renovations
Richfield, Minnesota
COR-1 – Ductwork on Upper Level

Ryan,

Changes per COR-1.

- **Demo existing ductwork on Upper Level for framing and ceiling work**
- **Provide and install new ductwork to fit ceiling space**

Material	$ 1,305.29
Taxes	$ 117.81
Labor 28 Hours x $115.00=	$ 3,220.00
Sub-Total	$ 4,643.10
Mark-Up	$ 464.31
Total Add	$ 5,107.00

If you have any questions or would like to discuss the scope or pricing, please feel free to contact me at 763-296-5649 office or 763-331-4735 mobile.

Thank You,

Jay Johnson
Project Manager
Major Mechanical

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Collective Bargaining Agreement with Education Richfield for years 2025-2026 and 2026-2027

(Recommended by the superintendent)

It is recommended that the board of education approve the proposed Master Agreement with the Education Richfield teachers' bargaining unit for the years 2025-2026 and 2026-2027.

Background Information

(Prepared by Craig Holje/Michelle Axell)

A tentative agreement was reached regarding the 2025-2027 Master Agreement with Education Richfield.

This agreement was ratified by Education Richfield on Friday, October 24, 2025. It is recommended that the school board approve the agreement.

The essential financial changes to the agreement include the following:

Base Salary and Benefit Summary

Year 1 - July 1, 2025 – June 30, 2026

1.) Base Salary Schedule increase –
   a. Individual cell adjustments with range between $500-$2,250
2.) Health Insurance –
   a. Increase $200/month ($1,600/month) for district contribution toward family
3.) Co-Curricular Schedule –
   a. 2% increase
   b. Increase to RHS Activity Coordinator (Prom) Factor to 0.166
4.) Increase College in the Schools stipend to $1500

Year 2 - July 1, 2026 – June 30, 2027

1.) Base Salary Schedule increase –
   a. 2.5% all cells
2.) Health Insurance –

a. Increase $100/month ($1,700/month) for district contribution toward family
b. Increase VEBA contribution by $250 annually for all plans
    i. Single plan to $1500
    ii. Family plan to $1750

3.) Co-Curricular Schedule –
a. 2.5% increase

Language Items:

1. Adjusted sick leave language to align with updated Minnesota ESST statute.
2. Removed the limitations on the number of benefit deductions across paychecks.
3. Eliminated language for the Educational Leadership positions that allowed leaders to waive their stipend in exchange for being release from building supervision duties and removed the role of student attendance review board chair.
4. Added language for the Educational Leaders (Special Education) to include specific alignment of stipends will be reviewed and determined on an annual basis.
5. Added language in the alternative school year calendars section specifying payments for such teachers will ensure that they work the assignment before being paid.
6. Added language in the preparation time section to allow mutually agreed schedule variances that may continue unless the Exclusive Representative notifies the District by January 1 of the prior school year desire to return to the general provisions.
7. Eliminated language which specified Education Richfield needed to appoint who is on the Staff Development Advisory Committee.
8. Increased the Once in a Career personal day request to Two Times in a Career for teachers on a continuing contract.
9. Established a Memorandum of Agreement to develop a process to add flexibility for smaller increments of leave with a daily absence.
10. Updated the Memorandum of Agreement for Lane Change Credits to review alternative licensure programs such as licensure via portfolio.
11. Made various modifications to Memorandums of Agreement for clarity and to update with current practices.

ARTICLE I
PURPOSE OF AGREEMENT

This Master Agreement, entered into between the Board of Education of Independent School District No. 280, Richfield, Minnesota (hereinafter referred to as the School Board, Board, School District, District), and Education Richfield (hereinafter referred to as ER, Exclusive Representative), pursuant to and in compliance with the Public Employment Labor Relations Act (hereinafter referred to as P.E.L.R.A.), provides the terms and conditions of employment for teachers during the term of this Agreement.

ARTICLE II
RECOGNITION OF EXCLUSIVE REPRESENTATIVE

Section 1. In accordance with P.E.L.R.A., the School District recognizes ER as the Exclusive Representative of teachers employed by Independent School District No. 280. The ER, as Exclusive Representative, shall have those rights and duties as prescribed by P.E.L.R.A. in the provisions of this Agreement and in said Act.

Section 2. The Exclusive Representative shall represent all the teachers of the District as defined in Article III of this Agreement.

Section 3. The District agrees not to negotiate with or recognize any teacher's organization other than ER so long as ER is the duly authorized, exclusive bargaining agent of the teachers in this District. Both parties acknowledge that their rights and responsibilities are those set forth in P.E.L.R.A. and anything in the Agreement not in conformity with said Act shall be null and void.

ARTICLE III
DEFINITIONS

Section 1. "Teacher" shall mean all persons in the appropriate unit employed by a school district in a position for which the person must be licensed by the State Department of Education and as defined in P.E.L.R.A., including those on leave of absence who are guaranteed a position upon their return. "Teacher" shall also mean those reserve teachers hired to replace an absent teacher, which absent teacher at the time of absence is a public employee, when the reserve teacher is employed more than 30 working days as a replacement for that teacher. Reserve teachers who meet the foregoing qualifications shall be entitled to the benefits established by this Agreement on their thirty-first (31st) day of employment. Excluded from the unit are supervisory employees, confidential employees, superintendents, assistant superintendents, and also principals, assistant principals who devote more than fifty percent (50%) of their time to administrative or supervisory duties, teachers working in a substitute teacher assignment, and all other employees excluded by P.E.L.R.A.

Section 2. The term "terms and conditions of employment" means the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits, adult-to student ratios in classrooms, student testing, student-to-personnel ratios and the employer's personnel policies included in this Agreement. The term does not mean educational policies of the School District.

Section 3. Terms not defined in this Agreement shall have those meanings as defined by P.E.L.R.A.

ARTICLE IV
RIGHTS AND RESPONSIBILITIES OF THE BARGAINING PARTIES

Section 1. It is recognized that the parties to this Agreement have certain rights and responsibilities as set forth in P.E.L.R.A. and that both parties must conduct themselves pursuant to the legal rights and responsibilities as defined in the statutes of the State of Minnesota.

Section 2. Both parties acknowledge that they are bound to all applicable statutes of the State of Minnesota and the United States of America and that they must responsibly keep and abide by such statutes including the rights conferred thereby to individuals. If any provision of this Agreement is inconsistent or in violation of the aforesaid statutes, such provisions shall be invalid but shall not void or destroy the other provisions in this Agreement.

Section 3. The School District is to furnish to the Exclusive Representative information or statistics which are pertinent to the bargaining process or the implementation of the Agreement. This information is to be furnished as requested as soon as feasible under reasonable procedures.

ARTICLE V
TEACHER'S RIGHTS

Section 1. Personnel Files

A. All evaluations and files relating to each individual teacher shall be available to the teacher upon written request to the Superintendent of Schools or designee, except those generated outside the District prior to January 1, 1976 shall be available at Superintendent's discretion.

B. A representative of ER may, at the teacher's request, accompany the teacher while these files are being examined. The teacher shall have the right to reproduce any of the contents of the files at the teacher's expense and to submit for inclusion in the file written information in response to any material contained therein.

C. When any material that is used as a basis for discipline of an individual teacher is included in the teacher’s personnel file, the teacher shall be notified within ten (10) school days of the inclusion date.

D. The District shall expunge from the teacher's file any material found to be false or inaccurate through the grievance procedure. The expungment proceedings shall begin within twenty (20) days after the teacher has knowledge of the inclusion in the files of the material to be expunged.

E. Inactive files will be handled as required by law.

F. The official record will be the one kept in the School District Office and/or maintained on District managed network file servers.

Section 2. Representation

If any teacher reasonably believes that discipline may result from a meeting with a supervisor and requests the presence of a representative of ER, the discussion will then be postponed until a further meeting with an ER representative present can be scheduled.

Section 3. Posting of Positions

Any vacancy of a teaching or co-curricular position will be communicated to all teachers through notice on the District website and all-district email. If a decision is made to combine co-curricular positions and stipends, the combined position will be posted.

Section 4. Transfers

A. Voluntary Transfers

1. A request for a transfer involving assignment to another school building within the District should be submitted to the Human Resources Department by March 1. Such request should include specific reasons for the desire to transfer.

2. A request for a change in grade level within the building should be submitted to the appropriate school principal by March 1.

3. Teachers requesting a transfer will receive written notification of the disposition of the request by May 15.

B. Involuntary Transfers

Notice of involuntary transfers shall be given to the teacher involved by May 15. At the time of notice or prior thereto, the teacher involved will be notified of the reasons for the transfer and shall have the right to meet with the Superintendent or designee. Changes in teaching assignments made after May 15 shall be limited to the minimum needed to meet the needs of the District educational program.

Section 5. Absence Related to Teacher Responsibility

If a teacher is required to attend a legal proceeding under direction of a subpoena, an order of a judge, or a request by attorneys representing the School District which pertains to actions taken by the teacher while fulfilling employment responsibilities, the teacher will not incur any loss of salary or leave time.

Section 6. Discipline

It is expected that teachers will use professional judgment and accepted methods to maintain order, or to protect persons or property.

ARTICLE VI
PROFESSIONAL ORGANIZATION RIGHTS

Section 1. Dues Check Off

Teachers shall have the right to request and be allowed dues check off for the Exclusive Representative as provided in statute. A uniform procedure for processing dues check off will be established. Deductions for teachers employed after the commencement of the school year shall be appropriately prorated to complete payments by the following June. The act of providing dues check off shall not be interpreted to indicate recognition of any organization under the terms of this Agreement.

The exclusive representative hereby warrants and covenants that it will defend, indemnify, and save the School District harmless from any and all actions, suits, claims, damages, judgments, and executions or other forms of liability, liquidated or unliquidated, that any person may have or claim to have, now or in the future, arising out of or by reason of the dues deduction specified by the exclusive representative as provided in this Agreement.

Section 2. Political Action Deductions

Teachers shall have the right to request and be allowed a salary deduction for one political action committee as identified by the Exclusive Representative. A uniform procedure for processing and required documentation authorizing deductions will be established and managed by the Exclusive Representative. Deductions will be identified at the beginning of the school year and processed from each remaining payroll. The Exclusive Representative is responsible for all legal and compliance issues associated with this deduction.

Section 3. Transferral of Funds

The District shall transfer to ER all money it has deducted at the request of ER members under the provisions of Section 1 and 2 of this Article. Each of the transfers provided in this Section shall be completed on or before the end of each month during which payroll deductions are made and shall be accompanied by an alphabetical list of the names of teachers for whom deductions were made.

Section 4. Professional Organization Leave

The Exclusive Representative will be granted annually a total of twenty-eight (28) days, non-accumulative, to be used by organization members for attendance at conferences, meeting and conventions and/or for processing grievances, negotiation, mediation sessions and/or arbitration hearings. An additional ten (10) days annually, nonaccumulative, shall be available for use by the Exclusive Representative by paying the reserve teacher cost. These days are to be distributed by the President of the organization. Half-days are acceptable. Advance notice of the time desired will be submitted to the Human Resources Department.

Up to three (3) fully paid days and up to three (3) days wherein the union pays the reserve teacher costs, not used in the previous year, may accumulate for use in the subsequent year by the organization members as referred to above in this section.

Section 5. Education Richfield Activities

The Exclusive Representative shall have the right to use the District mail service, bulletin boards, buildings, equipment and access to District provided e-mail, as well as conduct meetings in accordance with written guidelines contained in the Board Policies, Administrative Guidelines and Employee Handbook.

ARTICLE VII
TEACHERS' CONTRACTS

Section 1. Continuing Contracts

A. A continuing contract may be for the length of a specific program and is not necessarily for the School Year as specified in Article XIII, Section 1.

B. Retention of license(s): Teachers hired on and after January 1, 2004 shall be required to maintain the license(s) in the major area(s) they were initially hired with or which they are currently teaching unless they have not taught in an area of licensure within the last five (5) years of employment in the District. Violation of this provision shall be deemed to be insubordination and may result in discipline up to and including termination of the teacher's individual contract under Minn. Stat. § 122A.40.

Section 2. Probationary Contracts

A probationary contract may be issued to any legally licensed teacher who is in a probationary period as defined by Minnesota Statute. This contract may be for the length of a specific program and is not necessarily for the School Year as specified in Article XIII, Section 1.

Section 3. Temporary Contracts

A. A temporary contract may be issued to a legally licensed teacher who is serving during the duration of a year's leave of absence of a regularly contracted teacher in the Independent School District No. 280.

B. Salaries for a temporary contract shall be determined in the same manner as salaries for a probationary or continuing contract.

C. Personnel teaching under a temporary contract must formally apply to the Human Resources Department as any candidate desiring a teaching position in Richfield. Teachers who have a temporary contract must also formally apply to the Human Resources Department to be eligible for another temporary contract.

D. A year under temporary contract will count as a valid probationary year if the teacher is hired for the ensuing year under a regular contract and has fulfilled the requirements as defined in Minnesota statute.

Section 4. Long Term Agreements

A. A long term agreement for less than a school year may be issued to a legally licensed teacher for the purpose of filling vacancies which may have been caused by leaves of absence.

B. Reserve teachers as defined in Article III, Section I shall on the thirty-first (31st) day of employment be issued a long term Agreement for salary purposes retroactive to the first day of the thirty-day period. If the individual can qualify for health and accident coverage, it will be made available at the individual's expense.

   l. If the individual is to be employed for more than half the year, the District shall pay the premium to the same extent as any other teacher on a Long Term Agreement.

   2. If the initial employment was to be for less than half of the school year but extends beyond eighty-five (85) days, the District will reimburse the individual for the cost of the premium to the same extent as any other teacher on a Long Term Agreement.

C. Salaries for a long term agreement shall be based on the first step of the training category for which the teacher is qualified or some greater amount as agreed upon by the parties.

D. Personnel teaching under a long-term agreement must formally apply as any other candidate if they desire a position for the ensuing year.

E. Personnel teaching under long term agreements are eligible for one (1) sick leave day per month of teaching and shall be paid for holidays specified in Article XIII, Section 1 if they occur during their time of employment.

Section 5. Sharing of Positions

A. Teachers who have been issued continuing contracts under Section 1 of this Article may request to share a teaching position as provided herein. A teacher selected to share a position shall retain membership in the Bargaining Unit and shall, therefore, be considered to meet the definition of "Teacher" in Article III, Section 1. The terms and conditions of this Master Agreement shall apply unless expressly altered in the following Divisions of this Section.

   l. Those teachers wishing to share a position shall make application to the Human Resources Department. Initial or renewal applications should be made as early as possible to facilitate staffing plans for the following school year during which the position will be shared.

   2. Applications may or may not be approved and/or renewed on a yearly basis at the discretion of the Director of Human Resources. At the time an application is approved, participating teachers shall mutually agree in writing: to the dates of duty, that the reduction in hours is wholly voluntary for unemployment compensation purposes during that year, to the repayment of any salary advanced that is subsequently unearned, and to any other necessary conditions which are consistent with the provisions of this Section. A copy of this Agreement shall be forwarded to the Exclusive Representative.

      A shared position may include a .5 FTE vacancy created when a 1.0 FTE teacher assumes a .5 FTE teacher on special assignment position.

B. A teacher who is sharing a position under the provisions of this Section shall retain full seniority rights and shall be considered to meet the definition of "Teacher" in Article X, Section 10, Div. B, Subd. 1.

C. A teacher who is sharing a position under the provisions of this Section shall retain the right to elect all insurance coverage (e.g. Hospitalization-Major Medical, Life Insurance, Long Term Disability Insurance, Dental). Premiums will be prorated for any teacher assuming a share position from the onset of the assignment. Long Term Disability benefits shall be determined as provided in Article XV, Section 2. Teachers assuming shared positions will be eligible for LTD benefits based on their shared salary level.
   Teachers sharing a position shall be immediately eligible for all fringe benefit improvements or new programs as they become effective.

D. A teacher who is sharing a position shall retain for use all accrued sick leave. Additional sick leave shall be accrued on a prorated basis according to the number of days of duty

E. The District contribution to the Tax Deferred Program shall continue on a matching basis according to the provisions of Article XV, Section 4; however, the District shall match the appropriate percent of the salary which is actually paid to the teacher rather than the scheduled salary.

F. A teacher who is sharing a position shall be eligible for the provisions of Article XVIII, Section 7, Incentive for Early Retirement, with the benefit prorated. Teachers sharing a position after July 1, 1998 will receive a prorated benefit for the years of shared service after July 1, 1998.

G. A teacher who has three (3) years or more of allowable service in Minnesota schools may pay into the Minnesota Teachers Retirement Association fund upon the same basis and in the same amounts as would be payable or accrued were the teacher not sharing a position. To qualify for this provision the criteria established in M.S. 354.66 must be met. A teacher's contributions based on this Division may not be continued for a period longer than ten (10) years.

H. The amount of pay for a teacher sharing a position shall be prorated according to Article XVI, Section 4, Daily Rate of Pay. The method of pay shall be as provided in Article XVI, Section 1; unless the teacher elects to receive complete payment during the period of duty.

I. Placement on the salary schedule for a teacher sharing a position shall be according to Article VIII.

ARTICLE VIII
FACTORS INVOLVED IN DETERMINATION OF SALARY

Section 1. Placement on Salary Schedule

Each teacher shall be placed and paid on the proper step or half step and lane of the salary schedules of Appendix A or B. This amount shall be termed the scheduled salary. A teacher who has had prior teaching experience or experience in other fields of endeavor will be placed on the salary schedule as agreed between the School Board and the teacher at the time of hiring. Any salary schedule advancements during the teachers employment will be based on this initial placement.

Section 2. Lane Placement

A. Bachelor's Degree

A completion of a four-year college course at an accredited teacher training institution with the granting of a degree of B.A., B.S., B.E., or a degree of equal value.

B. Bachelor's Degree Plus 10 Semester Hour Credits

The four-year definition as above plus 10 semester hour credits, these to be acquired after the granting of the degree that qualified the individual for a teaching license and shall be either graduate or undergraduate credit in the teacher's field or related fields.

C. Bachelor's Degree Plus 20 Semester Hour Credits

The four-year definition as above plus 20 semester hour credits, these to be acquired after the granting of the degree that qualified the individual for a teaching license and shall be either graduate or undergraduate credit in the teacher's field or related fields.

D. Bachelor's Degree Plus 30 Semester Hour Credits

The four-year definition as above plus 30 semester hour credits, these to be acquired after the granting of the degree that qualified the individual for a teaching license and shall be either graduate or undergraduate credit in the teacher's field or related fields.

E. Bachelor's Degree Plus 40 Semester Hour Credits

The four-year definition as above plus 40 semester hour credits, these to be acquired after the granting of the degree that qualified the individual for a teaching license and shall be either graduate or undergraduate credit in the teacher's field or related fields.

F. Master's Degree

Requires the completion of one year of graduate work at an accredited teacher-training institution with the granting of a degree of M.A., M.S., or a degree of equal value.

G. Master's Degree Plus 10 Semester Hour Credits

Requires the completion of 10 semester hour graduate credits in the teacher's field or related fields after the granting of the degree of M.A., M.S., or a degree of equal value that qualified the individual for a teaching license.

H. Master's Degree Plus 20 Semester Hour Credits

Requires the completion of 20 semester hour graduate credits in the teacher's field or related fields after the granting of the degree of M.A., M.S., or a degree of equal value that qualified the individual for a teaching license.

I. Master's Degree Plus 30 Semester Hour Credits

Requires the completion of 30 semester hour graduate credits in the teacher's field or related fields after the granting of the degree of M.A., M.S., or a degree of equal value that qualified the individual for a teaching license.

J. Master's Degree Plus 40 Semester Hour Credits

Requires the completion of 40 semester hour graduate credits in the teacher's field or related fields after the granting of the degree of M.A., M.S., or a degree of equal value that qualified the individual for a teaching license.

K. Specialists Degree

A Specialists Degree from an accredited teacher-training institution will be recognized as the equivalent of a Master's Degree Plus 40 Semester Hour Credits.

L. Doctorate

Requires the awarding of a Ph.D. or Ed.D. at an accredited teacher training institution.

M. School Nurses

The salary for a Public Health Nurse shall be on the basis of the Salary Schedules in Appendix A or B. Credits for lane placement for Public Health Nurses must be in the field of Public Health Nursing or related fields as approved by the Superintendent or designee.

Section 3. Board and Graduate Credits

A. Board Credits

The District may approve credits for lane change purposes upon the completion of district ~~organized~~ approved professional growth ~~classes~~ programs which take place outside the school day. One credit may be approved for every 15 hours. Partial credit will not be given for workshops or portions of less than 15 hours. Teachers must receive certification of completion of the course requirements to receive credit. Teachers receiving credit will not receive any other hourly remuneration for the classes.

B. Graduate Credits Prior to Receiving Teaching License

For new hires on and after July 1, 2001, academic credit earned in connection with securing a teaching license following the attainment of a non-teaching degree before initial employment may be considered and granted at Board discretion if the work is completed in a graduate program.

C. Credits Granted in Master's Categories

A teacher with a Master's Degree may, with the approval of the administration, fulfill the requirement of the Master's Degree Plus 10 category through Master's Degree Plus 40 category with either graduate or undergraduate credits.

D. Exceptions to Timing Requirements

Effective July 1, 2024, the District, in its sole discretion, may grant exceptions to the timing requirements identified in this section. Special consideration will be given for coordinated programs of study (e.g. certification programs) or Master's Degree programs requiring significantly more credits than typical programs. A teacher seeking approval for credits associated with a coordinated program must show evidence that the course work was taken at the graduate level and credits were not applied toward the Master's Degree utilized for salary schedule placement. Grievances associated with the District decision regarding this provision are limited to a Level 1 Grievance.

E. Prior Approval

Credits earned through college coursework to be considered for lane advancement must be approved by the Human Resources Department in writing prior to taking the courses. In the event of a course cancellation, amended request for approval shall be made by the teacher as soon as possible. A form for such purposes will be provided by the school district.

Section 4. Lane Change

The level of training for placement on the salary schedule shall be determined by the amount of training as of October 1 and/or February 1 and/or April 1 of each school year. Training credits filed by October 1 shall be retroactive to the beginning of that particular school year. Training credits filed by February 1 will receive credit for one-half year, and training credits filed by April 1 will receive credit for one-fourth year.

Section 5. Required Credits

In those cases where the District requests a teacher to obtain an additional license to meet District needs, the teacher will be reimbursed for the cost of tuition and required text books incurred in meeting the licensure requirements.

Section 6. Physical Examinations

Physical examinations will be required of staff members upon request by the District to the extent provided by law. When so required, the District will pay the cost of the examination if the staff member obtains the examination at a District designated facility using the District's physical examination form. The staff member will be reimbursed up to the amount paid by the District at its designated facility if the staff member obtains the physical examination at a facility other than that designated by the District and upon presentation of the completed physical examination form along with an itemized statement from the examining facility.

Section 7. Annual Increments

A. The salary schedules are not to be construed as a part of a teacher's continuing contract and the School Board reserves the right to withhold increment advance and lane changes or any other salary increase as the School Board shall determine.

   Annual increments for the life of this Agreement shall be according to the salary schedule and provisions attached hereto until the schedule maximums are reached. The annual increment shall be contingent upon satisfactory work and evidence of growth on the part of licensed personnel. The School Board may, upon recommendation of the Superintendent, withhold increments provided, however, that any teacher aggrieved by such withholding shall have recourse to the grievance procedure provided herein. The Board acknowledges that its proof of dissatisfactory performance must be clear and convincing and that it must produce such proof in the handling of any grievance under this Section.

   Part-time teachers who qualify for the annual increment as identified above, will be eligible for the annual increments based on the following schedule:

   1. Teachers who work in Richfield less than .4 FTE, the teacher will receive ½ increment credit on the salary schedule every two years.
   2. For each year of service in Richfield, teachers working .4 FTE up to .5999 FTE will receive ½ increment credit
   3. For teachers working .6 FTE or more for the year will receive one full increment credit.

B. The Superintendent's Office will warn any teacher whose work may become unsatisfactory whenever such evidence becomes apparent so that correction can be attempted.

1. In the event of dissatisfaction with a licensed person's performance, the principal shall notify the teacher, in writing, prior to February 1, stating the specific areas of criticism in order that a program of improvement can be implemented.

2. The principal shall develop with the licensed person and all such other personnel deemed appropriate by the principal or the licensed person, a program of improvement. This program will be in writing and signed by the licensed person and principal.

3. Not later than March 30, the principal shall prepare a written report to the Superintendent concerning the licensed person's progress on the program of improvement. A copy of this written evaluation shall be given to the licensed person within five (5) days.

4. If progress toward a program of improvement is not satisfactory after an agreed period of time, the annual increment or salary increase may be withheld in accordance with subsection A. above.

ARTICLE IX
TERMINATION OF CONTRACT

Section 1. Resignations

Written resignations of a teacher shall be submitted to the Human Resources Department prior to April 1 provided negotiations have been completed for a Master Agreement for the succeeding school year in compliance with P.E.L.R.A. prior to March 1. The teacher's right of resignation shall be extended to the 30th calendar day following the adoption of the Master Agreement in compliance with P.E.L.R.A. Such written resignation by the teacher shall be effective as of June 30 if submitted prior to that date or, if submitted thereafter, shall be effective July 15, and the teachers' right of resignation for the school year then beginning shall cease on July 15.

The School Board may accept a resignation during the school year at its sole discretion.

Section 2. Probationary Teachers

During the probationary period, annual contracts may or may not be renewed as the School Board sees fit. If it sees fit not to renew a contract, it shall give the teacher written notice to that effect before July 1. The teacher may request in writing the reason for nonrenewal of the contract and the School Board must furnish such reason within ten (10) days after the request. The School Board also must include in its response a statement that appropriate supervision was furnished as set forth in Subdivision 5 of M.S. 122A.40.

Section 3. Continuing Contract Teachers

A teacher who holds a continuing contract shall be entitled to have the contract remain in full force except as modified by mutual consent:

A. Until the contract is terminated by majority roll call vote of the full membership of the School Board on the basis of any of the grounds set forth in Subdivision 9 of M.S. 122A.40.

1. Inefficiency in teaching or in the management of a school, consistent with Minnesota Statutes section 122A.40 subdivision8, paragraph (b);

2. Neglect of duty or persistent violation of school laws, rules, regulations or directives

3. Conduct unbecoming a teacher which materially impairs educational effectiveness

4. Other good and sufficient grounds rendering the teacher unfit to perform the teacher's duties.

Before a teacher's contract is terminated by the School Board under Subdivision 9, the School Board shall notify the teacher in writing, stating its grounds for the proposed termination in reasonable detail and informing the teacher of the right to make a written request for a hearing, before the School Board within fourteen (14) days after receipt of such notification. If the teacher makes a request for a hearing before the School Board within fourteen (14) days after receipt of the notification, the School Board shall grant the hearing before final action is taken. If no hearing is requested, lack of such request shall be deemed agreement by the teacher to the School Board's action to terminate.

B. Until the teacher resigns in writing.

C. Until the teacher is discharged effective immediately, on any grounds set forth in Subdivision 13 of M.S. 122A.40.

l. Immoral conduct, insubordination or conviction of a felony.

2. Conduct unbecoming a teacher which requires the immediate removal of the teacher from classroom or other duties.

3. Failure without justifiable cause to teach without first securing the written release of the School Board.

4. Gross inefficiency which the teacher has failed to correct after reasonable written notice.

5. Willful neglect of duty.

6. Continuing physical or mental disability subsequent to a twelve (12) month leave of absence and inability to qualify for reinstatement in accordance with statute. Prior to discharging a teacher under Subdivision 13, the School Board shall notify the teacher

in writing and state its grounds for the proposed discharge in reasonable detail. Within ten (10) days after receipt of the notification, the teacher may make a request for a hearing before the School Board and it shall be granted before final action is taken. The School Board may, however, suspend the teacher with pay pending the outcome of such hearing, and the determination of the issue raised after charges have been filed as grounds for discharge. In the event the teacher is suspended because of being charged with a felony, the suspension will be without pay.

ARTICLE X
LEAVES OF ABSENCE

Section 1. Sick Leave

A. Sick leave allowance of twelve (12) days per year, accumulative, shall be allowed.

B. One (1) additional day of sick leave on an accumulative basis shall be allowed for summer school. If unused, this day will be added to the total accumulated sick leave to date.

C. Days of sick leave shall be credited when the school year starts. Teachers who work less than the full school year shall receive sick leave on a pro rata basis.

D. ~~D.~~ A day for the purposes of this Section shall be equal to the hours the individual works in a regular school day.

E. Teachers earn sick leave at a rate equal to or more generous than the earned sick and safe time (ESST) law requires and, thus, their accrual of sick leave satisfies the District's obligation to provide them with ESST leave.

~~E~~F. A report of the balance of the accumulated sick leave will be reported on the employee's regular bi-monthly pay report.

~~F~~G. Sick leave days accumulated prior to each July 1 will remain in force.

~~G.~~ H. A teacher with accumulated sick leave, employed in summer school, shall be eligible to use accumulated sick leave during the regularly scheduled summer school period. A day of sick leave used during summer school shall result in a deduction of a full day of sick leave.

~~H~~I. The procedure for use of sick leave shall include the prompt reporting of the absence. If the need for use of sick leave is foreseeable, a teacher must provide notification at least seven days in advance using established reporting procedures of the intent to use sick leave. If a teacher's need for use of sick leave is unforeseeable, a teacher must report their absence using established reporting procedures as soon as the teacher knows that they will need the leave.

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~~I.~~ J. Teachers may use sick leave for any ESST-qualifying reason outlined in Minnesota Statutes section 181.9447, as amended. ~~A teacher may use one (1) day of sick leave for each day of personal illness. Sick leave pay shall be allowed by the school district whenever a teacher's absence is found to have been due to illness which prevented the teacher's attendance at school or as is otherwise provided by law.~~

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~~J.~~ KA teacher may use up to two (2) days of accumulated sick leave to care for a newly born or adopted child. Beginning July 1, 1999, unused personal leave, set out in Section 3, may accumulate to a maximum of fifteen (15) days to be used to care for a newly born or adopted child.

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~~K.~~ L. Documentation~~Medical Certificate~~

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The District may require teachers to provide reasonable documentation as outlined in Minnesota Statutes section 181.9447, as amended, indicating that the sick leave is being used for an ESST-qualifying reason.~~The School District may require a teacher to furnish a medical certificate from a licensed medical professional as to evidence of illness, medical condition (e.g. childbirth), or accident, indicating such absence was due to illness or injury, to qualify for sick leave pay. Such medical certificate may pertain to the teacher, child, or other individual as appropriate to the Division of Section 1 cited in the leave request. Any leave of five or more consecutive days of absence or intermittent days required to care for the same medical condition within the same school year will require a medical certificate from a licensed medical provider.~~ The final determination as to the eligibility of a teacher for sick leave is reserved to the School District. In the event that ~~a medical certificate~~documentation will be required ~~for unrelated intermittent leave~~, the teacher will be so advised.

Section 2. Disaster Leave

If the following conditions are met, additional sick leave benefits shall be granted to any teacher who has exhausted accumulated sick leave, personal leave, and all other types of paid leave for which the teacher is eligible: (1) the teacher has been continuously disabled and unable to teach for a period of 30 or more consecutive duty days, as certified by a physician; (2) the teacher is suffering from a catastrophic illness or injury, as defined below; (3) the teacher is not under investigation; (4) the teacher has not received notice of termination or provided notice of resignation or retirement; (5) the teacher has submitted a written application for disaster leave benefits to the Human Resources Department; and (6) the application and supplemental materials required for LTD benefits have been submitted to the insurance carrier. If these conditions are met, disaster leave benefits shall commence as of the duty day immediately following the last day of regular sick leave and personal leave payment. In the event the teacher is under investigation when the employee would otherwise qualify for disaster leave, the benefits shall commence as of the duty day of final disposition of discipline or the original date of eligibility if the allegations are determined to be unfounded. Disaster leave benefits shall continue only for period during which the teacher remains continuously disabled and unable to teach and shall cease no later than the 78th calendar day of the catastrophic illness or injury.

For purposes of this Article, an employee suffers from a "catastrophic illness or injury" if the employee has a critical, non-occupational illness or injury that prevents the employee from

performing his/her job duties, has a diagnosed disability that would generally qualify for LTD and is of sufficient severity that the employee is likely to be found eligible for LTD benefits as certified by a physician. Examples of catastrophic illnesses or injuries include, but are not limited to, cancer, paralysis, brain injury, spinal injury, or amputation.

Normal pregnancies, childbirths without complications, and elective surgeries that do not arise out of a serious health condition do not qualify as a catastrophic illness or injury.

Section 3. Personal Leave

A. Each regularly employed teacher may be granted three (3) days of personal leave per year, which will be deducted from accumulated sick leave when used, to handle important personal matters at the teacher's own discretion. Requests for such leave must be made to the building principal at least two (2) work days in advance. Not more than five percent (5%) of a building's teaching staff, or two members, whichever is greater, shall be permitted to use this personal leave at one time. If the number of requests received at least eight (8) weeks in advance exceeds the maximum for a given date, the principal will give priority to individuals who have not used this provision in the past.

B. Only one day per year may be used on a day immediately preceding or following a break in the school calendar. Additional days connected to a break within the same school year or consecutive days connected to a break will be without pay unless emergency circumstances allow leave under Sections 1, 2, or 4. For purposes of this section, a break in the school calendar is considered any day, other than Saturdays or Sundays, staff are not assigned to be at work.

   The District may approve requests from continuing contract teachers to waive the above provision (Article X, Section 3B) due to unique circumstances (e.g. weddings, graduations out of state, elective surgery), ~~once~~ up to two (2) times in a teacher's career, provided written notice of such request is made at least four (4) weeks in advance of the intended date of the personal leave of absence and the teacher has not used this exception with the last five (5) years.

C. Unused personal leave may accumulate to a maximum of fifteen (15) days, for use in accordance with Article X, Section 1, Division ~~L~~ K of this agreement.

D. In the event a teacher expends all available personal leave days during the year to observe religious holidays, and either has a unique circumstance or otherwise is required to be absent from work to handle important personal matters that could not be handled outside of the duty day, the teacher may request up to two (2) additional days of accumulated sick leave be made available during the year. Determination

regarding the eligibility of the additional days of absence will be at the discretion of the District.

Section 4. Bereavement Leave

Upon advance notice and arrangement with the building principal, up to five (5) days per year of paid leave, non-accumulative, may be used by a teacher for the attendance at or to make the arrangement for the funeral of a relative or friend. Days used for bereavement leave are not deducted from accumulated sick leave.

Section 5. Unpaid Leave

Leaves for other reasons may be granted by the Human Resources Department subject to a determination by the Superintendent or designee that the leave of absence will not interfere with the

quality of the educational program. Unpaid leave may not be taken unless prior approval is given. Such leave will result in a full day's deduction in salary as computed in Article XVI, Section 4.

Section 6. Leave for Jury Duty

A. If a teacher is summoned for jury duty day(s), including the extended school year program, notice thereof will be promptly given to the Human Resources Department and paid leave shall be granted for the period of jury duty required.

B. The teacher shall reimburse the District any per diem paid to a juror by the court for jury duty service, except that the teacher shall retain any mileage and meal allowance paid by the court as well as a sum equal to parking fees paid during the term of jury duty.

Section 7. Professional Leave

Teachers may, upon application and subject to the approval of the District, be granted leave for the purpose of professional visitation. Teachers using such leave shall not receive a salary deduction or loss of accumulated personal leave. A written report of the professional visitation shall be given to the teacher's building Principal, if requested.

Section 8. Extended Leaves

A. Child Care Leave

1. A child care leave, without pay, may be granted by the School District subject to the provisions of this Section. Child care leave may be granted because of the need to prepare and provide parental care for a child or children of the teacher for an extended period of time.

2. A teacher making application for child care leave shall inform the Superintendent in writing of intention to take the leave at least four (4) calendar months before commencement of the intended leave. The parties recognize that adoption or illness of

a child may on occasion not allow four (4) months' notice; under such circumstances, the parties shall act reasonably.

3. The beginning and ending dates of the child care leave shall be agreed upon by the teacher and the school district with every attempt made to have these days coincide with natural breaks in the school year.

4. In making a determination concerning the commencement and duration of a child care leave, the School Board shall have complete discretion but shall not, in any event, be required to:
   a. Grant any leave more than two full school years in duration.
   b. Permit the teacher to return to his or her employment prior to the date designated in the request for child care leave.

5. A teacher returning from child care leave shall be reemployed in a position for which he or she is licensed unless previously discharged or placed on unrequested leave.

6. Failure of the teacher to return on the date determined under this Section shall constitute grounds for termination unless the School District and the teacher mutually agree in writing to an extension of the leave.

7. A full time teacher may take a child care leave of 30 days or less without loss of full step advancement or credit for a probationary year of service.

B. Professional Growth, Study or Career Development

l. Leave of absence, without pay, may be granted for professional growth, study or career development. In addition, a leave of absence not included in the above may be granted by the Superintendent.

2. A teacher returning to work from a full year's leave of absence shall be placed on the next step of the salary schedule. If the teacher takes a partial year leave, step advancement will be determined based on the amount of time worked in the District per Article VIII, Section I.

3. The teacher granted a leave of absence for career development shall not be eligible for the District Long Term Disability Insurance.

4. A teacher shall notify the Superintendent's Office in writing, no later than March 15, requesting an extension of the leave, indicating intent to return or intent to terminate employment.

5. If the teacher fails to comply with the provisions of Subdivision 4 of this Division the District will attempt to notify the teacher in writing, with a copy to ER, of such failure and the provisions of this Division. Failure of the teacher to respond to this notice by April 1 shall constitute a resignation from the teaching position.

C. Other Extended Leave

1. A leave of absence, without pay, not included in other Divisions of this Section may be granted by the Superintendent under extenuating circumstances.

2. The teacher shall notify the Superintendent of the ability to return to employment at least two (2) weeks before the teacher is to return to employment. If mutual agreement on a return date cannot be reached, the Superintendent's Office may defer the date of return to the beginning of the next marking period.

3. A teacher returning from leave of absence will be placed on the salary schedule pursuant to the individual's approved credited experience.

D. Sabbatical Leave of Absence

l. General Statement

One year or part of a year may be granted to members of the licensed staff for the purpose of professional advancement, subject to the conditions established herein.

2. Policy and Procedures

a. To be eligible for sabbatical leave an individual must have taught for seven (7) full years in the Richfield Public Schools. At the discretion of the Board of Education, a sabbatical leave may be approved for a teacher with seven or more full years of teaching experience, but less than seven (7) full years in the Richfield Public Schools.

b. It is required that teachers desirous of sabbatical leave apply in writing for such leave. The application shall contain a detailed description of the planned course of study or prospectus of proposed activity and a statement as to how and why such program will benefit the District. The description must identify all pertinent details of the proposed program, including but not limited to the institution or location where the program will be pursued, courses and / or credits to be carried, dates of study, and degrees or certificates to be earned.

c. Minimum sabbatical requirements are as follows:

(1) Teachers with less than a Master's Degree must have been accepted in a graduate school, have attained at least a Bachelor's Degree plus eight (8) semester hours graduate credit, and must submit for approval a tentative program leading to an advanced degree that meets one of the following minimum requirements:

(a) 24 semester hours of graduate work without an assistantship;

(b) 12 semester hours of graduate work with an assistantship; or
(c) plans to write a graduate thesis or dissertation.

(2) A teacher with a Master's Degree or training beyond that degree must include in the application a summary of plans for study, research and/or travel.

(3) Teachers who have been granted a previous sabbatical from the Richfield Public Schools and teachers applying for a travel leave without a plan for at least eight (8) semester hours of study shall not be considered for sabbatical leave unless additional leaves are available after all other qualified candidates have been selected.

d. Applications for sabbatical leave must be submitted to the Human Resources Department between September 15 and December 15 for leaves granted beginning with the succeeding school year. Applicants are to receive written notification on or before February 1.

e. The proposed program must be approved in advance by a Sabbatical Leave Committee, consisting of 3 members appointed by the Superintendent and 3 members appointed by Education Richfield. The committee will interview each applicant. Final approval of sabbatical leaves of absence shall be by the Board of Education.

   A teacher must secure prior approval from the Sabbatical Leave Committee if the teacher substantially alters the program for professional advancement approved by the committee if such a change in the program takes place following the committee's approval or while the teacher is on sabbatical leave.

f. The number of teachers on sabbatical leave shall be up to one percent (1%) of the teaching staff, contingent upon the number of applicants who, in the judgment of the Sabbatical Leave Committee, meet the qualifications enumerated below:

   (1) The proposed sabbatical advances one or more of the following purposes:

      (a) encourages teachers to improve themselves through programs of advanced study and research;
      (b) enhances curricular and instructional quality;
      (c) develops a pool of leadership talent against potential vacancies; and / or
      (d) advances the achievement of the school district strategic plan and goals.

   (2) A request for leave to be used for programs of study or research outside of the applicant's area of assignment will be considered only under the following conditions:

      (a) the District considers a change in assignment to be possible and desirable;
      (b) the District desires to develop one or more new licensures in the area of the application; or
      (c) the District desires to develop a pool of new licensures for future vacancies within areas of School District concern.

   (3) A request for a sabbatical leave to be used for the purpose of engaging wholly or partially in a gainful occupation or preparing for an alternate trade, occupation or profession will not receive favorable consideration, except as required to maintain or renew certification for teaching in a vocational area.

   (4) If the number of requests exceeds the limitation, priority shall be given on the basis of the following additional criteria:

(a) Proximity to degree sought. Those teachers who have already expended energy, time, and financial resources to earn graduate credits and are closest to fulfilling requirements for an advanced degree will be given priority consideration.
(b) Relevance of qualified applicant's program to his or her present role in the school system. Unless one or more of the exceptions outlined in Article X, Section 2f(2)(a)-(c) prevails, a teacher working toward an advanced degree in his or her teaching field will be given priority consideration over a teacher working toward a degree in another area such as administration or counseling.
(c) Relevance to the school district strategic plan and district / building goals.
(d) Equitable distribution of leaves among the various departments and levels within the school system.
(e) Length of service. After the above factors have been considered, if two or more candidates are considered equal, remaining leaves shall be granted on the basis of seniority in the district.

g. When the number of requests for sabbatical leaves is in excess of the numerical quota, an alternate or alternates may be selected from the applicants, said alternate or alternates to be granted a leave if one or more of the selected teachers should withdraw.

h. The allowance granted to a teacher on sabbatical leave shall be based on one-half the contract salary of the individual for the school term during which the leave takes place. For periods less than one (1) year, allowance shall be prorated. A teacher on sabbatical leave may choose from two salary options: 50% of the contract salary during the sabbatical leave and 100% thereafter; or 75% of the contract salary during the sabbatical leave, followed by 100% minus 25% of the sabbatical year contract salary during the first year after returning.

i. A teacher who is granted a sabbatical leave must pledge to teach in the Richfield Public Schools for one (1) full year following the termination of the leave. If the teacher's service is discontinued for any reason other than the individual's incapacity to teach or placement on Unrequested Leave before the expiration of the one (1) year, the individual shall pay back to the Board of Education a pro rata part of the sabbatical allowance. An individual who does not return to teaching in the Richfield Public School District for at least two (2) years following the termination of the sabbatical for any reason other than the individual's incapacity to teach or placement on unrequested leave shall not qualify for the incentive for Early Retirement Article XVIII, Section 8.

j. Upon expiration of the sabbatical leave, the individual shall have the privilege of returning to the position occupied prior to the leave. The individual shall, pursuant to Article IX, Section 1, notify in writing to the Human Resources Department of the intent to continue employment or resign.

k. All fringe benefits for which a premium is required may remain in force while on sabbatical leave. Teachers on sabbatical leave are eligible for benefits that become available during the sabbatical leave.

l. Individuals on sabbatical leave shall receive the provisions of Article VIII, Section 7, relating to annual increments while on leave provided that, in the judgment of the Sabbatical Leave Committee, the objectives of the sabbatical leave have been achieved.

3. Alternative Sabbatical Leave

a. As an alternative to the sabbatical leave described in Subd. 2 above, the Employer may approve up to .5 FTE released time at full pay for teacher-proposed projects which address priority district needs and concerns, or enable

b. the teacher to meet the requirements for National Board Certification in his or her field of teaching.

c. If approved, .5 FTE released time for an alternative sabbatical leave shall be considered equivalent to and a replacement for one full-year sabbatical provided for in Subd. 1-2 above.

d. Subd. 2 a, b, d, e, f, g, i, j, k, and l above also shall apply to alternative sabbatical leaves.

e. Activities included in an alternative sabbatical shall not apply toward lane advancement on the salary schedule except for Board approved college courses under Article VIII Section 3A.

E. Status of Fringe Benefits

l. A teacher on leave of absence under Article X Section 8, Extended Leaves, shall retain all fringe benefits and is eligible to participate in group insurance programs.

Such personnel shall be immediately eligible for all fringe improvements or new programs which take effect during the term of the leave.

2. A teacher on leave of absence under Article X Section 8, Extended Leaves, shall retain for use upon return such amount of sick leave days, experience credit and other benefits which had accrued, if any, at the time leave was taken. No additional sick leave, experience credit or other benefits shall accrue for the period of time that a teacher is on leave except as otherwise provided herein.

3. Teachers on sabbatical leave of absence pursuant to Division E shall pay, in addition to the usual cost, one-half (1/2) of the District's share of fringe benefits and group insurance. The cost of these fringe benefits will be deducted from the regular salary during the leave period.

4. Teachers on extended leaves pursuant to Divisions A, B, C and D may keep these fringe benefits and group insurance in force by paying the full cost of such benefits to the Personnel Office prior to the first of each month.

Section 9. Unrequested Leave of Absence for Part-time Teachers

A. The purpose of this Section is to set forth a plan providing for unrequested leave of absence without pay for as many part-time teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts pursuant to the provisions of M.S. 122A.40, Subdivision 10.

B. The following definitions for the purpose of this Section shall have the meanings herein respectively ascribed to them.

1. "Part-time teacher" shall mean any teacher, excluding a Tier I or Tier II licensed teacher, who works in a position with less than 1.0 FTE.

2. "Date of Employment" shall mean the calendar date on which the employee signed a contract of employment with the District. If two or more employees have signed such a contract on the same date, the time stamp shall be used to determine their order of employment. Employment must be subsequently continuous to maintain the original date of employment. Placement on any leave provided by this Agreement shall not be interpreted to constitute interruption of continuous employment.

3. "Licensed" shall mean any person holding a valid license issued by the Minnesota Department of Education and on file in the District Office. Valid licenses shall be full licenses (entrance, continuing or life) rather than licenses granted under an exception to the regular rules and laws pertaining to licensure.

4. Teachers are required to have their licenses for which they have assigned responsibilities, listed on the State of Minnesota's teacher license website by March 1 in the year in which the licenses expire. Teachers unable to meet the March 1 deadline must submit a written plan to the Human Resources Department by March 1 outlining what steps the teacher is undertaking in order to be able to have their licenses listed on the State of Minnesota's website by June 1. Failure to meet the June 1 deadline results in the teacher waiving all employment rights for the following year.

C. The School District may place on unrequested leave of absence, without pay, as many part-time teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. Notification of placement on unrequested leave shall be sent to the part-time teacher as soon as possible, but in no event later than the July 1 which precedes the effective date of the unrequested leave. Unrequested leaves shall be effective with the beginning of the subsequent school year. In placing part-time teacher on unrequested leave, the Board shall be governed by the following provisions:

l. No part-time teacher who has acquired continuing contract rights shall be placed on unrequested leave of absence while probationary part-time teachers are retained in

positions with assigned hours less than or equal to the assignment for which the part-time teacher who has acquired continuing contract rights is employed.

2. Part-time teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in the inverse order of their seniority.

3. No part-time teacher will be eligible to be placed in an assignment with greater annual hours than are provided for in their eligible continuing contract rights. The District retains the right to determine the available hours and assignment for each position in the District.

4. The order of employment shall be determined and placed on the District's Intranet prior to December 1, in the form of a seniority list as herein provided:

   a. This list shall be distinct and separate from the list provided in Section 10 of this Article.

   b. All part-time teachers as defined in this section shall be placed on a seniority list in the following way. The part-time teacher with the greatest seniority shall be placed on the top of the list and those with lesser seniority shall follow in order of decreasing seniority. Any tie resulting from this procedure shall be broken by the following criteria in the order listed until the tie is broken:

      (1) The part time teacher with full license will be given priority.

      (2) The part-time teacher with the greatest number of credits earned toward full License and recorded in the Human Resources Department by February 1, will be given priority.

      (3) The part-time teacher with the greatest number of years prior teaching or tutoring experience in Richfield will be given priority.

      (4) The part-time teacher with the smallest file folder number on record with the Minnesota Department of Education will be given priority.

   c. Any disputed placement on this list shall be subject to the grievance procedure. After the period to grieve has passed, the seniority list will be binding and conclusive evidence of a teacher's relative seniority in the District. The list shall include the part-time teacher's name, date of employment, and the position to which the teacher is assigned. The name of any part-time teacher placed on unrequested leave shall remain in proper place on this list but shall be identified as a part-time teacher on unrequested leave. Prior to the application of this policy the Exclusive Representative will receive a listing of any changes in the seniority list. In the event the provisions of this Section must be invoked, the part-time teacher with the least seniority who is teaching in a position that will be eliminated shall be placed on unrequested leave.

d. A part-time teacher who has been selected for unrequested leave of absence shall have the right to be transferred to any part-time position up to the current continuing contract hours assigned that such teacher is licensed to teach, provided there is such an available position or provided that there is another teacher with lesser seniority in such a position. Transfer into Teacher on Special Assignment positions or positions requiring specific language proficiency may take place consistent with the District's selection process wherein an applicant's training and other relevant factors are taking into consideration, in addition to seniority, in selecting the finalist. Those holding licenses granted under an exception to the regular rules and laws pertaining to licensure shall not be able to transfer into positions held by those who are fully licensed, but they may elect to transfer into the position of another teacher who is similarly licensed and has lesser seniority. The teacher making such a transfer shall have the right to choose the licensed field to which transfer is to be made. The teacher's right of transfer may only be exercised by written notice to the office of the Superintendent within ten (10) calendar days after the receipt of the notice of intent to place the teacher on unrequested leave of absence. Any license necessary for the completion of this transfer must be listed on the State of Minnesota's teacher license website prior to the termination of this ten (10) day period.

D. Part-time teachers placed on unrequested leave of absence shall be reinstated to the position from which they have been given leaves of absence. Reinstatement shall be in the inverse order of placement on leave of absence. The order of reinstatement of part-time teachers simultaneously placed on leave shall be in the order of their seniority as determined by the seniority list at the time of placement on leave. Provided, however, that if the vacant position is a Teacher on Special Assignment position or a position requiring specific language proficiency, the filling of the position will take place consistent with the District's selection process wherein an applicant's training and other relevant factors are taken into consideration, in addition to seniority, in selecting the finalist.

E. The District shall not enter into a contract with a new part-time teacher while there is available, on unrequested leave, any part-time teacher licensed for the open position. This license may be one granted under an exception to the regular rules and laws pertaining to licensure if no fully licensed teacher is available on unrequested leave. Notice of intent to reinstate shall be complete either via personal delivery or upon mailing such notice by certified mail addressed to the last known address provided by the part-time teacher to the Office of the Superintendent, with a copy of such notice to ER. A part-time teacher accepting such reinstatement shall notify the District within seven (7) calendar days of the receipt of notification that a position is available. This seven (7) day period shall be for the purpose of indicating intent. The actual date of return to work shall be mutually agreed by the parties concerned. If agreement cannot be reached, the part-time teacher shall not be required to return earlier than thirty (30) days from the receipt of notification. Failure to accept reinstatement or to respond within the seven (7) day period shall be considered to be a termination of unrequested leave and resignation. An employee on unrequested leave shall not lose reinstatement rights by reason of refusal to return to a position for which the individual is licensed but

has never taught in Richfield or to accept a position for which the employee is licensed which has fewer hours per week or a lower hourly salary than contracted for at the time of placement on unrequested leave.

F. The part-time teacher placed on unrequested leave of absence may engage in any occupation during the period of this leave.

G. The unrequested leave of absence shall not impair the continuing contract rights of a part-time teacher nor shall it diminish the placement of the part-time teacher on the applicable salary schedule. The part-time teacher placed on unrequested leave shall maintain accumulated sick leave while on unrequested leave. The teacher placed on unrequested leave may continue participation in insurance benefits in accordance with COBRA and Minnesota Continuation laws at the expense of the individual. Any part-time teacher reinstated to a position shall also be granted any salary schedule changes resulting from approved credits which were earned while on leave.

H. A part-time teacher's seniority rights, unrequested leave of absence rights, and recall rights, if any, shall terminate upon the earliest of the following events:

1. Resignation;

2. Retirement;

3. Discharge or termination of contract for cause pursuant to M.S. Section 122A.40, Subdivisions 9 and 13;

4. Failure to return at the expiration of a leave of absence;

5. Failure to give written notification to the employer accepting recall within seven (7) calendar days after the date of receipt of recall;

6. Failure to complete License requirements pursuant to current State Guidelines; or

7. The expiration of five (5) years from the effective date of an unrequested leave of absence without reinstatement.

I. Nothing in this Section shall be construed to impair the rights of part-time teachers placed on unrequested leave of absence to receive unemployment compensation if otherwise eligible.

J. Any challenge by a teacher who is proposed for placement on ULA or recall therefrom shall be subject to the hearing and review procedures as provided in Minn. Stat. 122A.40 and, therefore, shall not be subject to the grievance procedure.

Section 10. Unrequested Leave of Absence for Full-time Teachers

A. The purpose of this Section is to set forth a plan providing for unrequested leave of absence without pay for as many teachers as may be necessary because of discontinuance of

position, lack of pupils, financial limitations, or merger of classes caused by consolidation ofdistricts pursuant to the provisions of M.S. Section 122A.40, Subdivision 10.

B. The following definitions for the purpose of this Section shall have the meanings herein respectively ascribed to them.

1. "Teacher" shall mean any person, excluding a Tier I or Tier II licensed teacher, who works in a position with 1.0 or greater FTE and is certified by the Commissioner of the Bureau of Mediation Services to be a member of the Bargaining Unit as determined pursuant to M.S. Section 179A.04.

2. "Date of Employment" shall mean the calendar date on which the employee signed a contract of employment with the District. If two or more employees have signed such a contract on the same date, the time stamp shall be used to determine their order of employment. Employment must be subsequently continuous to maintain the original date of employment. Placement on any leave provided by this Agreement shall not be interpreted to constitute interruption of continuous employment.

3. "Licensed" shall mean any person holding a valid teaching license issued by the Minnesota Department of Education and on file in the District Office. Valid licenses shall be full licenses (entrance, continuing or life) rather than licenses granted under any exception to the regular rules and laws pertaining to licensure.

4. Teachers are required to have their licenses for which they have assigned responsibilities, listed on the State of Minnesota's teacher license website by March 1 in the year in which the licenses expire. Teachers unable to meet the March 1 deadline must submit a written plan to the Human Resources Department by March 1 outlining what steps the teacher is undertaking in order to be able to have their licenses listed on the State of Minnesota's website by June 1. Failure to meet the June 1 deadline results in the teacher waiving all employment rights for the following school year.

C. The School District may place on unrequested leave of absence, without pay, as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. Notification of placement on unrequested leave shall be sent to the teacher as soon as possible, but in no event later than the July 1 which precedes the effective date of the unrequested leave. Unrequested leaves shall be effective with the beginning of the subsequent school year. In placing teachers on unrequested leave, the Board shall be governed by the following provisions:

1. No teacher who has acquired continuing contract rights shall be placed on unrequested leave of absence while probationary teachers are retained in positions for which the teacher who has acquired continuing contract rights is licensed.

2. Teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are employed by the District as determined by their date of employment.

3. The order of employment shall be determined and placed on the District's Intranet prior to December 1 in the form of a seniority list as herein provided.

   a. All teachers as defined in this Section shall be placed on a seniority list in the following way. The teacher with the greatest seniority shall be placed on the top of the list and those with lesser seniority shall follow in order of decreasing seniority. The level of seniority shall be determined by the date of employment. Any tie resulting from this procedure shall be broken by the following criteria in the order listed until the tie is broken:

      (1) The teacher with the greatest number of years of teaching experience prior to their date of employment will be given priority.

      (2) The teacher with the smallest file folder number on record with the Minnesota Department of Education will be given priority.

   b. Any disputes resulting from alterations in the seniority list shall be subject to the grievance procedure. After the period to grieve has passed, the seniority list will be binding and conclusive evidence of a teacher's relative seniority in the District. The list shall include the teacher's name, date of employment, and the position to which the teacher is assigned. The name of any teacher placed on unrequested leave shall remain in proper place on this list but shall be identified as a teacher on unrequested leave. Prior to the application of this policy the Exclusive Representative will receive a listing of any changes in the seniority list as provided in Division C, 3, a, of this Section. In the event the provisions of this Section must be invoked, the teacher with the least seniority who is teaching in a position that will be eliminated shall be placed on unrequested leave unless such teacher can successfully meet the requirements of the following transfer procedure.

   c. Transfer Procedure

      (1) Any teacher who has been selected for unrequested leave shall have the right to be transferred to any position such teacher is licensed to teach, provided there is such an available position or provided that there is another teacher with lesser seniority in such a position. Transfer into Teacher on Special Assignment positions or positions requiring specific language proficiency may take place consistent with the District's selection process wherein an applicant's training and other relevant factors are taken into consideration, in addition to seniority, in selecting the finalist. Those holding licenses granted under an exception to the regular rules and laws pertaining to licensure shall not be able to transfer into positions held by those who are licensed, but they may elect to transfer into the position of another teacher who is similarly licensed and has lesser seniority. The teacher making such a transfer shall have the right to choose the licensed field to which transfer is to be made. The teacher's right of transfer may only be exercised by written notice to the Office of the Superintendent within ten (10) calendar days after the receipt of the notice of intent to place the teacher on unrequested leave of absence. Any license necessary for the completion of this transfer must be on file in the District Office prior to the termination of this ten (10) day period.

(2) In cases where a full time teacher is placed on unrequested leave and said teacher has more seniority as determined by the seniority lists in Section 9 and 10 of this Article, than a teacher in a part-time position for which the full time teacher is licensed, the full time teacher may elect to transfer into the part-time position. An individual electing such a transfer shall not waive rights of recall to a full time position.

(3) Any teacher who loses a position as a result of another teacher's transfer shall in turn have the right to transfer as provided in this Subdivision. Any teacher unable to successfully transfer to a position under the provisions of this Subdivision shall be placed on unrequested leave as provided herein.

(4) Any open position, after completion of the transfer process but prior to final Board action on unrequested leaves, shall be offered to the most senior teacher selected that year for unrequested leave who is licensed for that position.

(5) In the case of an open position after final Board action on unrequested leaves, the District will post the opening. The District will select the teacher with the most seniority on unrequested leave who is licensed for the opening unless a teacher who has previously elected to transfer into another teaching area by application of this Subdivision (Article X, Section 10, C, 3, c) shall apply for the position. The position then will be offered to the teacher with the greater seniority. Provided, however, that if the vacant position is a Teacher on Special Assignment position or a position requiring specific language proficiency, the filling of the position will take place consistent with the District's selection process wherein an applicant's training and other relevant factors are taken into consideration, in addition to seniority, in selecting the finalist.

(6) Any dates applicable in this Subdivision shall be substantiated by certified mail delivery receipt unless personal delivery with acknowledgment of receipt in writing is obtained.

D. Teachers placed on unrequested leaves of absence shall be reinstated to the position from which they have been given leaves of absence or, if not available, to other available positions in the District for which they are licensed. The order of reinstatement of teachers shall be in the order of their seniority as determined by the seniority list with the teacher having greater seniority being reinstated prior to those with lesser seniority.

E. The District shall not enter into a contract with a new teacher while there is available, on unrequested leave, a teacher who is licensed or who has become licensed to fill such vacancy. This license may be licensure granted under an exception to the regular rules and laws pertaining to licensure if no fully licensed teacher is available on unrequested leave. Notice of intent to reinstate shall be complete either via personal delivery or upon mailing such notice by certified mail addressed to the last known address provided by the teacher to the Office of the Superintendent, with a copy of such notice to ER. A teacher accepting such reinstatement shall so notify the District within seven (7) calendar days of the receipt of notification that a position is available. This seven (7) day period shall be for the purpose

of indicating intent. The actual date of return to work shall be mutually agreed by the parties concerned.

If agreement cannot be reached, the teacher shall not be required to return earlier than thirty (30) days from the receipt of notification. Failure to accept reinstatement or to respond within the seven (7) day period shall be considered to be a termination of unrequested leave and resignation. An employee on unrequested leave shall not lose reinstatement rights by reason of refusal to return to a position for which the individual is licensed but has never taught in Richfield or to accept a position for which the employee is licensed which has fewer hours per week or a lower annual salary than contracted for at the time of placement on unrequested leave.

F. A teacher placed on unrequested leave of absence may engage in teaching or any other occupation during the period of this leave.

G. The unrequested leave of absence shall not impair the continuing contract rights of a teacher nor shall it diminish the placement of the teacher on the salary schedule. The teacher placed on unrequested leave shall maintain accumulated sick leave while on unrequested leave. The teacher placed on unrequested leave may continue participation in insurance benefits in accordance with COBRA and Minnesota Continuation laws at the expense of the individual. Any teacher reinstated to a position shall also be granted any salary schedule lane changes resulting from approved credits which were earned while on leave.

H. A teacher's seniority rights, unrequested leave of absence rights, and recall rights, if any, shall terminate upon the earliest of the following events:

1. Resignation;

2. Retirement;

3. Discharge or termination of contract for cause pursuant to M.S. Section 122A.40, Subdivision 9 and 13;

4. Failure to return at the expiration of a leave of absence;

5. Failure to give written notification to the employer accepting recall within seven (7) calendar days after the date of receipt of recall;

6. Failure to complete License requirements pursuant to current State Guidelines; or

7. The expiration of five (5) years from the effective date of an unrequested leave of absence without reinstatement.

I. Nothing in this Section shall be construed to impair the rights of teachers placed on unrequested leave of absence to receive unemployment compensation if otherwise eligible.

J. Any challenge by a teacher who is proposed for placement on ULA or recall therefrom shall be subject to the hearing and review procedures as provided in Minn. Stat. 122A.40 and, therefore, shall not be subject to the grievance procedure.

Section 11. Change in Status from Full-Time to Part-Time or from Part-Time to Full-Time

A. Change from Full-Time to Part-Time. If a teacher began working in the District as a full-time teacher and later became or becomes a part-time teacher, the District will remove the teacher from the full-time seniority list and will place the teacher on the distinct and separate part-time seniority list based on the teacher's original "date of employment" with the District as a full-time teacher, provided that the teacher's seniority rights have not been terminated pursuant to Article X, Sections 9(H) or 10(H).

B. Change from Part-Time to Full-Time. If a teacher began working in the District as a part-time teacher and later became or becomes a full-time teacher, the District will establish a part-time seniority date and a full-time seniority date for the teacher. The part-time seniority date (for the part-time seniority list) will be the teacher's original date of employment as a part-time teacher, provided that the teacher's seniority rights have not been terminated in accordance with Article X, Sections 9(H) or 10(H). The full-time seniority date (for the distinct and separate full-time seniority list) will be the date on which the teacher began working as a full-time teacher in the District, provided that the teacher's seniority rights have not been terminated in accordance with Article X, Sections 9(H) or 10(H).

C. Bumping. Nothing in this Agreement is intended to give a part-time teacher who has been placed on ULA the right to bump into a full-time teaching position. The parties agree that bumping from a part-time teaching position to a full-time teaching position would constitute a promotion.

Section 12. Realignment

Nothing in this article shall require the school district to reassign a senior teacher to a different subject matter category to accommodate the seniority claims of a less senior teacher, nor shall it require the school district to assign a senior teacher to a different grade level or assignment. The District is not required, under any circumstance, to reassign a teacher to different subject matter, a different grade level, or a different position to accommodate the seniority claims of a less senior teacher. Consequently, the District is not required to realign any positions when placing teachers on unrequested leave of absence or when recalling any teachers from unrequested leave of absence.

Section 13. License on File

Teachers subject to being placed on unrequested leave or who are on unrequested leave status must have listed on the State of Minnesota's teacher license website by March 1, any licenses they wish to utilize for retention or reinstatement purposes.

ARTICLE XI
GRIEVANCE PROCEDURE

Section 1. Definitions

A. Grievance. "Grievance" means a claim by Education Richfield that there has been a violation, misinterpretation or misapplication of any provision of this Agreement. The party presenting the grievance may be termed the "grievant".

B. Days. "Days" means all calendar days except for Saturday, Sunday or District designated holidays. The counting of days shall commence with the date of receipt by the parties served. Such date to be substantiated by the registered mail receipt form or the Grievance Receipt Form available through ER or in all principals' offices.

C. Service. "Service" means registered mail by "restricted delivery" or personal delivery or District mail established by the Grievance Receipt Form.

D. Reduced to Writing. "Reduced to Writing" means a concise statement outlining the nature of the grievance, the provision(s) of the Agreement in dispute, and the relief requested.

E. Answer. "Answer" means a concise written response outlining the employer's position on the grievance and rationale for the position.

Section 2. Procedures

In the event that anyone having a claim under the definitions set forth in Section 1, Division A hereof believes there is basis for a grievance, it shall be resolved in the following manner:

Level I. The grievant shall meet on an informal basis with the appropriate party, principal or supervisor in an attempt to resolve the grievance within twenty (20) days after the grievant, through the use of reasonable diligence, should have had knowledge of its occurrence. A grievant may be represented by Education Richfield at such a meeting. Any grievant shall have financial responsibility for personal and ER legal and arbitration fees incurred during the processing of any grievance.

Level II. If informal discussion does not resolve the grievance, the grievant, in initiating any grievance had or to be handled by the grievant, will inform the other party by reducing it to writing and serving it on the Superintendent or Chief Human Resources Officer within ten (10) days of the last informal meeting. This statement shall set forth the facts, the specific provisions of the Agreement violated, and the relief sought. A copy of such statement shall be filed with ER and the Office of the Superintendent.

The respondent shall serve the answer to the grievant within ten (10) days of receipt of the written statement. A copy of this answer shall be filed with ER and the Office of the Superintendent. If the respondent does not provide a written answer within ten (10) days, the grievance shall be deemed to be denied and the grievance will automatically advance to the next step.

Level III. Any grievance not settled under the above procedure may be appealed to arbitration by an aggrieved party within twenty (20) days of the written answer at Level II. If the parties cannot agree on an arbitrator within ten (10) days, they shall request from the Director of Bureau of Mediation Services, State of Minnesota, a list of five (5) names of its qualified arbitrators. The parties shall alternately strike from the list of five (5) arbitrators until only one (1) name remains. The remaining arbitrator shall hear and decide the grievance. If the parties are unable to agree on who shall strike the first name, the question shall be decided by a flip of the coin. It is acknowledged that the parties by mutual consent may decide upon any other method of choosing a neutral arbitrator, which includes the offices of the American Arbitration Association.

The parties may agree to utilize the Bureau of Mediation Services grievance mediation services prior to arbitrating a grievance.

Each party shall be responsible for equally compensating the arbitrator for fees and expenses.

The arbitrator shall not have the power to add, subtract from, or modify in any way the terms of the existing Agreement.

The decision of the arbitrator shall be final and binding on all parties to the dispute unless the decision violates any provision of the laws of Minnesota or rules or regulations thereunder, or municipal charters or ordinances. The decision shall be issued to the parties by the arbitrator and a copy shall be filed with the Bureau of Mediation Services, State of Minnesota. Determination of whether the decision violates any provision of the laws of Minnesota shall be decided under the procedures and standards set forth in the Uniform Arbitration Act of the State of Minnesota.

Resolution of the grievance at any level shall be reduced to writing and signed by the parties. The parties, by mutual written agreement, may waive any step and extend any time limits in this procedure. Grievances must be submitted and appealed in compliance with all timelines specified in this Article. The failure to comply with any of the timelines specified in this Article will constitute a waiver of the grievance. Consequently, the failure of an employee to timely submit or advance a grievance will result in the dismissal of the grievance and will deprive the arbitrator of jurisdiction over the grievance. If any grievance is filed after May 15 of any year, and strict adherence to the time limits would result in hardship to the parties, both parties shall make all possible effort to process the grievance prior to the end of the school term or to the level of binding arbitration by June 30.

No reprisals of any kind will be taken by the School Board, the Administration, ER or any individual teacher because of participation in good faith in this grievance procedure.

ARTICLE XII
COMMITTEES

Section 1. Meet and Confer Committee

A. Committee Representation
The committee shall consist of Education Richfield members appointed by the ER President and designees of the Richfield School Board and administration. Education Richfield appointees may include building representatives from the Education Richfield Representative Assembly and Negotiations Advisory Council, members of the Education Richfield Presidential Advisory Council, and appointees selected by the Education Richfield President. School District representatives may include the Chief Human Resources and Administrative Officer, Superintendent, other Directors, and building administrators. Either party may designate legal representatives or other consultants to provide information to the committee.

B. Purpose of Committee
This committee shall serve as the "meet and confer" vehicle as required by state statute. This committee will meet during periods of the school year when the Master Agreement is not being negotiated. The subject matter of these meetings may include those designated by mutual consent, Meet and Confer Agreements, and subject matter provided in statute. Any agreements that might result from the Meet and Confer process may be embodied in the Richfield Public Schools Administrative Guidelines and Employee Handbook. When a change to the Employee Handbook is anticipated by the Administration, the President of Education Richfield will be informed in writing of such change, and provided with a Meet and Confer meeting regarding such change upon request.

C. Calling Meetings
A schedule for regular meeting dates and times will be mutually established at the beginning of each school year by the Education Richfield President and the Chief Human Resources and Administrative Officer. Additional meetings may be called by the ER President or the Chief Human Resources and Administrative Officer by mutual agreement as needed to address issues requiring attention by both parties prior to the next scheduled meeting date.

D. Issue Resolution
Resolution to issues may take the form of policy recommendations to the Superintendent, language to be embodied in the Richfield Public Schools Employee Handbook, and/or other meet and confer agreements. The contents of the Employee Handbook may contain or refer to subject matters contained in the Master Agreement, but in all such cases, the provisions of the Master Agreement will prevail.

Section 2. Medical and Dental Benefits Committee

A. The insurance committee shall consist of at least three (3) teachers, three (3) Board representatives and classified representatives to study all phases of medical and dental benefits. The committee shall provide information to the staff and the Exclusive Representative.

B. The teacher representatives shall be appointed by the Exclusive Representative for staggered three (3) year terms. Appointment will be made only after the completion of a term or to fill a vacancy. Terms shall expire on June 30.

Section 3. Staff Development Advisory Committee

A District Staff Development Advisory Committee will be established as required by Minnesota Statute. Teacher representatives~~, appointed by the exclusive representatives,~~ shall make up the majority of the committee membership. Teacher representatives will also make up a majority of site staff development committees.

ARTICLE XIII
SCHOOL YEAR

Section 1. School Year

The teachers' salary schedules are based on a one hundred ninety (190) day school year consisting of:

184 days of instruction, staff development, orientation, preparation and year-end closing;

6 days of holidays - Labor Day, Thanksgiving and the following Friday, Martin Luther King, Jr. Day , President's Day, and Memorial Day.

Each teacher shall perform services on those duty days designated by the District, including those legal holidays on which the District is authorized to conduct school. The school district may add up to three (3) duty days for newly employed teachers.

Section 2. School Calendar

The school calendar will be established and approved by the Board of Education. The District Calendar Advisory Committee will develop a calendar for recommendation to the Board of Education. Representation on the committee will include, but not be limited to, teachers and administrators from each school site. School shall not be in session on the following days: Labor Day, Education Minnesota Convention, Thanksgiving and the following Friday, Winter Recess, Martin Luther King, Jr. Day, President's Day, Spring Recess, Memorial Day and Juneteenth.

Section 3. Alternative School Year Calendars

Staffing for certain programs or positions (e.g. ECSE or TOSA positions) may require assignment of staff outside of the regular school calendar. Work calendars for staff employed in these programs will be established via a meet and confer with the affected teachers, union, and district, if the employee and the supervisor do not agree on the assignment. The calendar will be based on the number of days assigned in a school year as identified in Section 1 of this Article and include designation of the start and end dates of that alternative calendar year. Payment will work for such teachers to ensure that they work the assignment before being paid. Copies of all alternative school

calendars will be provided to the President of Education Richfield at the beginning of each school year.

ARTICLE XIV
SCHOOL DAY

Section 1. Length of School Day

The times for commencing and terminating the school day may be adjusted to encourage the best educational opportunity for students. The length of the school day shall be eight (8) hours. These hours must be consecutive.

Section 2. Pay for Additional Assignments with Students

Full-time staff who voluntarily teach an additional class period during their prep time on an extended basis (excludes substitute situations) will be compensated on a pro-rata basis for the additional assigned instructional time. For example, the sixth class period overload assignment in a 6 period day schedule shall receive .20 of the teacher's daily rate for the number of teacher contract days worked under the additional assignment. Payment will be pro-rated over the number of pay periods during which the additional assignment takes place. Additional instructional assignments beyond a 1.0 FTE will not constitute continuing contract rights beyond 1.0 FTE.

Section 3. Preparation Time

For each twenty five (25) minutes of regular classroom instructional time a teacher will be provided a minimum of five (5) minutes of preparation time during the student contact day. The School District will make an effort to provide such preparation time on a daily basis; however, the provisions of this section permit the averaging of such time on a weekly basis. The School District shall make an effort to provide preparation time in blocks of at least twenty (20) minutes in length insofar as practicable.

Any variances in preparation time schedules identified above may be agreed upon with mutual agreement between the District and Exclusive Representative. Such adjusted schedule may be continued by the District in future school years unless the Exclusive Representative provides notice to the District prior to January 1 of the preceding school year of its desire to return to the general preparation time provisions.

Section 4. Lunch Period

Included within the school day is an assigned thirty (30) minute lunch period which shall be assignment free except where the teacher will be available to protect the health & safety of students.

Section 5. Travel Time

In the case of full-time teachers assigned to more than one building during the day, twenty (20) minutes travel time between buildings shall be allowed and deducted from total allowable assigned time of eight (8) hours.

ARTICLE XV
FRINGE BENEFITS

Section 1. Medical Benefits Program

A. The School District shall provide a medical benefits program that includes single and dependent coverage. The District will select the insurance carrier/plan administrator and policy after considering the recommendations of the Medical and Dental Benefits

Committee. Any modifications to the deductible amounts and plan options during the term of the contract will be agreed upon via a Memorandum of Agreement between Education Richfield and the District.

B. Participation in the School District medical benefits program is voluntary on the part of the employee. No additional compensation will be made to those who choose not to accept any or all portions of the program.

C. The District shall offer at least one deductible medical benefit plan option coupled with a VEBA Trust. Each employee who chooses to enroll in a deductible/VEBA plan shall receive a District contribution to a VEBA account set up for that employee. The following provisions shall apply to the deductible/VEBA plan offered by the District:

1. Single Coverage: The District shall pay the full cost of the single premium or equivalent for the deductible plan. For informational purposes only, this is the plan identified as Plan A during the 2023-2024 school year. The District will make a $~~1,000~~ 1,250 annual contribution in ~~2023~~2025-~~2024~~ 2026 and a $~~1,250~~1,500 annual contribution in ~~2024~~2026-~~2025~~2027, paid semi-annually in September and March, to the employee's VEBA account.

2. Dependent Coverage: The District shall pay $~~1,300~~1,600 monthly in 2025~~3~~-2026~~4~~ and $1,700~~1,400~~ monthly in 2026~~4~~-2027~~5~~ toward the cost of the dependent premium or equivalent for the high-deductible plan. The District will make a $~~1,250~~1,500 annual contribution in ~~2023~~2025-~~2024~~ 2026 and a $~~1,500~~1,750 annual contribution in ~~2024~~2026-~~2025~~2027, paid semi-annually in September and March, to the employee's VEBA account.

3. Two Full-Time Teacher Dependent Coverage: If two full time employees are covered under one dependent policy, the maximum paid will be the total basic dependent coverage premium or equivalent. For informational purposes only, this is the plan identified as Plan B during the ~~2023~~2025-~~2024~~ 2026 school year. Each employee enrolled in the program shall contribute, through payroll deduction, any premium amount which exceeds the District maximum contribution. The District will make a $~~1,250~~1,500 annual contribution in ~~2023~~2025-~~2024~~ 2026 and a $~~1,500~~1,750 annual contribution in ~~2024~~2026-~~2025~~2027, paid semi-annually in September and March, to each employee's VEBA account.

4. The employer will contribute up to $6.00 per month to the VEBA trust for administrative fees for all individuals employed by the District and covered by this master agreement at the time the administrative fee is due. Individuals not employed

at the time of the administrative fee charge will have the fee deducted from the VEBA account.

D. Teachers employed in a part-time position and teachers employed in a long term agreement for more than eighty-five (85) school days in any school year may participate in the insurance program. The District contribution to the premium and VEBA trust for the program selected will be prorated on the basis of the total number of hours assigned as compared to the total number of hours assigned to full time employees.

E. A teacher who retires with at least 15 years of service in Richfield and who is at least age fifty-five (55) may continue to participate in the District medical and dental benefits program. For all teachers hired prior to January 1, 2011, the District will pay up to the maximum premium amounts specified in Subdivisions C and D of this section, and Section 5 of this Article for retired teachers participating in these programs. Any additional premium cost must be paid by the individual. This provision shall apply until the individual becomes eligible for Medicare benefits.

F. For teachers hired after December 31, 2010 the District will contribute toward a post-employment Health Reimbursement Account (HRA) established for the individual teacher with a third-party administrator identified by the District. Funds will accrue in the individual's account and become available to the teacher at time of separation from the district. The District will make contributions to the account as follows:

1. $7,000 at the completion of 10 years in the District; and

2. $500 at the completion of each additional year of experience in the District.

3. The amounts above in 1. and 2. will be prorated based on a teacher's FTE for the period covered, and

Section 2. Income Protection

A. The School District shall make available to all full-time teachers a Long Term Disability (LTD) insurance program. Benefits shall begin after the seventy-eighth (78th) calendar day of total disability.

B. The amount of the monthly income benefit shall be at a minimum seventy percent (70%) of the scheduled salary, less any amounts collectible under Worker's Compensation, the State Teacher's Retirement Association Plan, and state Disability benefits law and the full disability benefit of Social Security.

C. In the event the teacher is on an approved leave of absence without pay, premiums paid and benefits received, if disabled, shall be based on the scheduled salary preceding the leave.

D. The District will pay the cost of the Long Term Disability (LTD) insurance to a maximum of six hundred seventy dollars ($670) per year for each participant. The employee will pay the balance.

E. For teachers on Long Term Disability on the date of ratification of the 2005-2007 contract, the District will pay the total premium amounts for medical and dental insurance coverage for those individuals on long term disability until the individual teacher becomes eligible for Medicare benefits.

For teachers not on Long Term Disability on the date of ratification of the 2005-2007 contract, the individual will pay the same insurance contribution toward the premium amounts of medical and dental insurance coverage as the individual paid prior to the date

of disability, for a period of 24 months. After the 24th month on long term disability, the district contribution toward health insurance premium shall equal the cost of the single premium for the high deductible plan for medical insurance and premium for dental insurance until the individual teacher becomes eligible for Medicare or Medicaid benefits.

Section 3. Worker's Compensation

The School District will provide Worker's Compensation coverage as required by law. Teachers shall have the option to have the difference between the amount paid by the Worker's Compensation carrier and their regular salary paid to them and deducted from sick leave. Days lost, not in excess of 78 days, caused by injury due to student assault while on duty, shall be reinstated to an employee's unused sick leave account once it is established that the injury for which the teacher is collecting compensation insurance was not caused by a pre-existing medical condition.

Section 4. Tax Deferred Programs

A. General Procedures

1. All personnel may participate in the Tax Deferred Program.

2. All teachers who wish to enter the Tax Deferred Program for the first time, on a non-matching basis, must complete the District and company forms provided for this purpose and must submit the District forms to the Human Resources Department.

3. Entry into the program may occur at any time. The District Tax Deferred Program Form must be completed and returned to the District Human Resources Department at least thirty (30) days before the payroll date on which tax deduction is to begin.

4. A teacher who has filed the District Tax Deferred Program Form shall have that program automatically continue for the identified dollar or percentage amounts as indicated on the form until changed or cancelled.

5. A new form will be needed each year only if the individual wishes to make a change in the present plan, i.e., carrier, dollar amount or percentage.

B. District Matching Program

1. The District will contribute on a matching basis for all teachers employed in the District as follows:

   a. 2% on all Bachelor salary lanes, commencing with Step 8
   b. 3% on all Masters and Doctorate salary lanes, commencing with Step 6

2. Initial entry or reentry into the District matching program shall occur on September 1 or January 1 of each year provided the District Tax Deferred Program form is submitted to the Human Resources Department at least 30 days in advance.

Article XV and XVI

3. An individual who qualifies for the matching program and whose contract position specifically requires more than thirty-eight (38) weeks shall receive the matching annuity on the additional stipend.

4. Teachers anticipating lane changes by October 1, February 1, or April 1 must so indicate on the District form in the space provided for this purpose 30 days in advance of the anticipated lane change status. Adjustments in the program will be delayed until the lane change has been consummated.

Section 5. Dental Benefits Program

The School District will provide a dental benefits program for all teachers and their dependents. The District shall contribute to a maximum of sixty-five dollars ($65.00) for the ~~2023-2024~~ 2025-2026 school year and sixty-five dollars ($65.00) for the ~~2024-2025~~2026-2027 school year for a plan based on a composite rate. If the composite rate exceeds the District's contribution, the excess amount shall be prorated on a monthly basis among the teachers choosing dependent coverage. Representatives of ER and the School District will meet to select and implement the plan.

Section 6. Life Insurance

The District shall provide for each teacher an amount of term life insurance equal to two times the teacher's annual salary up to a maximum of $50,000. The policy shall contain a provision for double indemnity in case of accidental death, benefits in case of dismemberment and waiver of premiums when totally disabled.

Section 7. No Claim

No claim or cause of action shall be made against the District because of a denial of insurance benefits by an insurance carrier or for any claim that is not covered or paid by insurance.

ARTICLE XVI
SALARY PAYMENT

Section 1. Method of Pay

Members of the licensed staff are paid on the 5th and the 20th of each month. If the 5th or the 20th of any month occurs on a Saturday, Sunday or holiday, that payday will be the preceding work day.

Salary may be paid ~~and fringe benefits be deducted~~ on either a ten (10) month or a twelve (12) month basis. Teachers choosing the twelve month option will receive the remaining payment as a lump sum on June 20. Payroll information will be communicated via an electronic, web-based system.

Section 2. Deductions

A. All deductions from salary payments required by the laws of the State and Federal governments will be made in accordance with the applicable regulations. Voluntary deductions as now practiced will be continued together with any other types of deductions which are agreed to in writing between the parties to this Agreement, including organizational dues, health and accident insurance (indemnified or Health Maintenance programs), dental insurance, income protection insurance, credit union, annuities and savings bonds.

Article XVI, XVII and XVIII

B. Garnishments against salary shall be made in accordance with State law.

Section 3. Compensation for Extra Assignments

Teachers compensated for extra assignments may choose from one of three salary options. (1) Payment can be prorated over the number of pay periods during which the activity takes place; or (2) Payment can be pro-rated over the number of pay periods remaining in the school year; or (3) Lump sum payments can be made after completion of the assignment on a date to be determined by the administration. These payment dates will generally take place in November, March and/or June. Final payment may be withheld until all records are turned in to the Athletic Director at the end of the season.

Section 4. Daily Rate of Pay

For the purposes of this Agreement daily rate of pay shall be computed as the quotient of the teacher's scheduled salary and the number of days in the school year as defined in Article XIII, Section 1.

Section 5. Overpayment

If the District overpays an employee, such overpayment may be reclaimed by the District by withholding appropriate amounts from the employee's salary. Before such action is taken, there will be a personal conference with the employee and the employee is entitled to have representation from the union at such conference. Any disputes concerning the propriety of the District's action in reclaiming a claimed overpayment shall be subject to the grievance procedure.

ARTICLE XVII
PUBLICATION OF THE AGREEMENT

Copies of this Agreement shall be provided at District expense to all members of the appropriate unit. The District may elect to fulfill this obligation by posting the Agreement on its website.

ARTICLE XVIII
SALARY AND ECONOMIC WELFARE

Section 1. Appendices

The Appendices A, B, D, and E shall be attached to and a part of this Agreement for the ~~2023-2024~~2025-2026 school year and the ~~2024-2025~~2026-2027 school year.

Section 2. Salary Schedule

Appendix A is the Salary Schedule for the ~~2023-2024~~2025-2026 school year.
Appendix B is the Salary Schedule for the ~~2024-2025~~2026-2027 school year.

Section 3. Career Salaries

Career salaries for teachers in years 12-~~20~~ 25 of credited experience are reflected in Appendix A & B. Teachers on step 10 ½ of the previous school year will receive a salary which is the average of the step 11 and the career 12 salary of the appropriate lane. Teachers on step 14 ½ of the previous school year will receive a salary which is the average of the step 15 and career 16 salary of the appropriate lane. Teachers on step 18 ½ of the previous school year will receive a salary which is the average of the step 19 and the career 20 salary of the appropriate lane. Teachers on step 23 ½ of the previous school year will receive a salary which is the average of the step 24 and the career 25 salary of the appropriate lane.

Section 4. Extra Compensation

Hourly salaries, stipends for special positions and pay for extended workweeks for the ~~2023-2024~~2025-2026 and ~~2024-2025~~2026-2027 school years are contained in Appendix D.

Section 5. Co-curricular Salaries

Appendix E contains the salaries to be paid for co-curricular assignments during the ~~2023-2024~~2025-2026 and ~~2024-2025~~2026-2027 school years.

Section 6. Automobile Expense Reimbursement

In the event a teacher is required to provide an automobile in the course of District duties, reimbursement for such use shall be at the IRS rate effective the first of the month following the announcement of the new rate.

Section 7. Incentive for Retirement

A. A teacher who has at least fifteen (15) years of credited experience in the Richfield Public School District and who is at least age fifty-five (55) and who submits a written letter of retirement on or before February 1 of the school year at the end of which the teacher wishes to retire shall receive early retirement incentive pay upon retirement.
Teachers who have been on an extended leave of absence pursuant to Article X, Sections 8, B or C for more than one of the three years immediately preceding retirement are not

eligible for retirement incentive pay. However, teachers who have at least twenty-five (25) years of credited experience in the Richfield Public School District may receive retirement incentive pay immediately following an extended leave of absence provided the leave is from three to five years in length and provided they do not return to teaching in the Richfield Public Schools following the leave. The amount of retirement incentive pay shall be based on the teacher's years of service and accrued sick leave. Accrued sick leave shall mean the number of days the teacher has accumulated at the effective date of retirement.

The teacher's retirement incentive pay shall be the sum of the applicable amounts determined by the provisions of Division B below. Part-time teachers will receive a pro-rated amount based on the average number of hours assigned during the last 15 years of credited experience. Teachers participating in a phased retirement agreement per the terms of Division G below, will have the total amount prorated according to the average number of hours assigned during the highest 15 of the last 17 years of credited experience.

Retirement incentive pay is considered earned only after the teacher completes active employment through the Board approved retirement date.

B. Provided all provisions of Divisions A (above) are met, employees shall be paid retirement severance benefits calculated as follows:

1. A benefit, not to exceed twenty thousand dollars ($20,000), shall be paid at a rate of $200 per day of unused sick leave for up to 100 unused sick leave days.

2. A benefit, not to exceed ten thousand dollars ($10,000), shall be paid based upon years of service calculated as follows:

   a. 15 years of service in Richfield -- $ 7,500.00
   b. 20 years of service in Richfield -- $ 8,250.00
   c. 25 years of service in Richfield -- $10,000.00

3. An additional benefit of $5,000 will be paid for those teachers who have more than 150 days of unused sick leave.

C. The teacher shall receive the amount of retirement incentive pay in one (1) lump sum payment within thirty (30) days of the last date of employment by the District. The full amount of severance pay a retiring employee is eligible to receive herein shall be contributed into a 403b supplemental retirement account established by the employee, exclusively for the purpose of receiving such payment (the “severance 403b”). Such a contribution shall be consistent with the applicable IRS rules on annual additions to tax-deferred accounts. The employee will not receive any direct payment from the school district for severance pay.

D. If a teacher dies after the board approved retirement date, but before the retirement incentive pay has been disbursed, that balance due shall be paid to a named beneficiary or, lacking same, to the estate of the deceased.

E. A teacher who wishes to retire at the end of the school year must submit a written letter of retirement on or before February 1 of that school year to qualify for the retirement incentive provided in this section. A teacher who wishes to retire at any other time must submit a written letter of retirement on or before February 1 of the fiscal year which precedes the fiscal year in which the retirement date occurs to qualify for the retirement incentive (e.g. teacher eligibility to retire in October ~~2023~~ 2025 must give notice on or before February 1, ~~2023~~2025). Retirement applications received after February 1 may be approved but those teachers shall not be eligible for retirement incentive payment.

The School Board, at its sole discretion, may accept a notice of intent to retire at the end of the school year by April 1 and grant the retirement incentive pay as provided in this section if the reason for retirement is to meet TRA statutory opportunities and notification of such opportunity occurred after February 1.

F. In the event that it is determined by the IRS that the severance benefit listed in this Article is constructively received by the individual employee in the year that the employee first becomes eligible to receive the benefit (and not in the year that the person retires), the District agrees to the following:

1. The District will withhold from the incentive for retirement pay as provided in this section and transmit to the IRS the amount necessary to comply with normal tax withholding standards under IRS rules in the year that the income is constructively received.

2. The remaining portion of the severance pay will be paid out in accordance with the terms of this agreement.

3. If there is no compensation from which to deduct a tax paid, then the teacher shall repay the amount of the tax to the District.

G. Teachers with more than 15 years credited experience in the District who are TRA eligible for retirement within the next two years and who wish to enter into a phased retirement agreement with the District for up to two years must apply to the District by February 1 of the school year preceding the proposed phased retirement. The request must state if it is for one or two years and the portion of the position the teacher would like to continue teaching. The District, at its sole discretion, may approve or deny the request. A teacher in a phased retirement will be required to work not more than .8 FTE and not less than .3 FTE. If approved, the teacher will receive salary, benefits and credited experience for the part-time FTE the teacher actually works. The District will pay the employer portion of TRA contributions for the compensation earned from the part-time position the employee is actually working. The teacher must pay the employee portion of the TRA contributions for a full-time position pursuant to MS 354.66, including the difference between the amount of the employer contribution the teacher would receive if working full-time and the actual amount the employer contributes pursuant to this section. At the end of the phased retirement period the teacher must move to full retirement. If the

District denies a timely request for phased retirement, the teacher shall have ten calendar days following the denial in order to provide notice of retirement and receive the benefits provided in Article XVIII, Section 7.

Section 8. Communications – Cellular or Smart Phone Stipend

The District shall provide a cellular phone or a monetary stipend, at its discretion, of $40 (forty dollars) per month to teachers who are classified by the District under the District's Cellular or Smart Phone Stipend Guidelines as "Mobile Employees." Mobile Employees are specifically teachers who work remotely from multiple non-district locations during their duty day and need to use their personal cellular or smart phone device regularly throughout the work day for work related business.

The District reserves the right to determine which teachers will be classified as Mobile Employees and who are eligible for this stipend.

ARTICLE XIX
DISCIPLINE

Section 1: Just Cause.

The Employer shall have the right to discipline employees for just cause. Due process shall be provided.

Section 2: Advance Notice of Anticipated Action

Before a teacher is disciplined, beyond verbal notification, he/she is entitled to advance notice of the anticipated action. Notice can be either oral or written and should include the following:

1. Explanation of concerns;
2. Explanation of evidence supporting such concerns; and
3. Opportunity for the teacher to present his/her side of the story or defense

Section 3: Discipline Levels

The Employer recognizes the need for progressing through a series of levels. Normally the Employer will utilize the levels for discipline in the order listed below, but the specific level chosen is within the discretion of the superintendent or a designee. Circumstances surrounding each individual case will affect the level chosen. Levels of Discipline:

1. Written Reprimand.
2. Suspension without pay for up to five (5) days. Upon mutual agreement of the employer and the teacher, the suspension without pay may be substituted by a fine for the equivalent number of days. This means that the teacher will

work on those days, which would have been unpaid days of suspension, but the teacher's pay will be docked for the full gross salary.

3. Termination pursuant to M.S. 122A.40, Sub. 9.
4. Immediate discharge pursuant to M.S. 122A.40, Sub. 13.

Section 4: Miscellaneous

A. A teacher will be informed of the right to have an Education Richfield representative present at each level of discipline.

B. A teacher may grieve any level of discipline except for termination or immediate discharge, which shall be in accordance with M.S. 122A.40.

C. Non-renewal of probationary teachers shall not be grievable.

D. Teachers may be suspended with pay during investigations. It is understood that suspension with pay does not constitute discipline.

Article XIX and XX

Section 5: Intent of the Parties

If a teacher has been suspended without pay for five duty days and subsequently engages in the same or similar conduct, the parties agree that termination is the appropriate next step, subject to the District's ability to prove that the teacher engaged in the same or similar conduct.

ARTICLE XX
DURATION OF AGREEMENT

Section 1. Duration

A. This Agreement shall be effective and/or retroactive to July 1, ~~2023~~2025, and shall continue in effect until June 30, ~~2025~~2027. If a new and substitute Agreement has not been duly entered into prior to June 30, ~~2025~~2027, the terms of this Agreement shall continue in full force and effect until such substitute Agreement is adopted, which shall then be fully retroactive to July 1, ~~2023~~2025.

B. Economic compensation for all extended school year programs occurring during the summer of ~~2024~~ 2025 shall be paid at the rates for the ~~2024~~2025-~~2025~~ 2026 school year. Schedules for compensation for ~~2023~~ 2025 and ~~2024~~ 2026 programs are found in Appendix D of this Agreement. No retroactive pay will be provided for activities listed in the Appendix D. The Summer/ALC Instructional Programs and Curriculum Writing/Staff Development hourly pay rates for the summer of ~~2024~~ 2025 will be the rates for the ~~2024~~2025-~~2025~~ 2026 school year.

Section 2. Amendment

It is acknowledged that the parties of this Master Agreement have the right to amend or extend said Agreement as it is mutually agreeable. However, it is mutually agreed that neither party has the right to require such negotiations if the other party is not agreeable, nor to insist that any negotiations, if undertaken, must reach an acceptable conclusion. Further, that in no event should

any such negotiations extend to any subject matter not required to be bargained under the definitions in P.E.L.R.A. However, if such discussions are had and reach a mutually agreeable conclusion, the same is not to be binding until ratified in turn by the School Board and Education Richfield.

Section 3. Severability

The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof. The District and Education Richfield mutually agree to amend this Master Agreement should any provision of the Agreement be severed or rendered invalid as a result of United States Supreme Court or Minnesota Supreme Court decisions.

Section 4. Conclusion

This Agreement constitutes the full and complete Agreement between the School Board and the Exclusive Representative representing the teachers of the District. The provisions herein related to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, School District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

DOCUMENT AUTHORIZATION

In witness whereof the parties hereto caused this Agreement to be signed by their respective presidents, attested by their Negotiations Council Chairperson and their corporate seals to be placed hereon, as of this _____ (day) of _____ (month), ~~2024~~2025.

EDUCATION RICHFIELD	RICHFIELD BOARD OF EDUCATION
By _____ Education Richfield President	By _____ District 280 School Board Chairperson
By _____ Education Richfield Negotiations Council Chairperson	By _____ District 280 School Board Clerk
By _____ Education Richfield Negotiations Council	By _____ District 280 Superintendent of Schools

By _____
Education Richfield
Negotiations Council

By _____
District 280
Chief Human Resources and
Administrative Officer

APPENDIX A
RICHFIELD PUBLIC SCHOOLS ~~2023-2024~~2025-2026
LICENSED STAFF SALARY SCHEDULE

STEP	BA	BA+10	BA+20	BA+30	BA+40	MA	MA+10	MA+20	MA+30	MA+40/ Specialist	PHD
1	~~$47,375~~	~~$47,778~~	~~$48,053~~	~~$48,984~~	~~$50,636~~	~~$51,174~~	~~$52,511~~	~~$53,545~~	~~$55,202~~	~~$56,943~~	~~$56,943~~
1	$50,415	$50,830	$51,115	$52,076	$53,782	$55,337	$56,717	$57,785	$59,496	$61,293	$61,293
2	~~$48,707~~	~~$49,309~~	~~$49,587~~	~~$50,243~~	~~$51,929~~	~~$52,555~~	~~$53,963~~	~~$55,127~~	~~$56,842~~	~~$58,452~~	~~$59,453~~
2	$51,790	$52,412	$52,698	$53,376	$55,117	$56,763	$58,217	$59,419	$61,190	$62,852	$62,852
3	~~$50,318~~	~~$50,720~~	~~$51,057~~	~~$51,790~~	~~$53,549~~	~~$54,328~~	~~$55,941~~	~~$57,041~~	~~$58,817~~	~~$60,297~~	~~$60,972~~
3	$53,453	$53,869	$54,216	$54,974	$56,789	$58,844	$60,509	$61,645	$63,479	$65,007	$65,703
4	~~$51,607~~	~~$52,022~~	~~$52,400~~	~~$53,394~~	~~$55,391~~	~~$56,607~~	~~$57,934~~	~~$59,197~~	~~$60,922~~	~~$62,321~~	~~$64,252~~
4	$54,784	$55,213	$55,603	$56,629	$58,691	$61,197	$62,567	$63,871	$65,652	$67,097	$69,090
5	~~$52,975~~	~~$53,297~~	~~$53,729~~	~~$55,181~~	~~$57,506~~	~~$59,363~~	~~$60,670~~	~~$62,043~~	~~$63,394~~	~~$64,900~~	~~$67,554~~
5	$56,197	$56,529	$56,975	$58,474	$60,875	$64,043	$65,391	$66,809	$68,204	$69,759	$72,500
6	~~$54,171~~	~~$54,462~~	~~$55,390~~	~~$57,216~~	~~$59,656~~	~~$62,053~~	~~$63,429~~	~~$64,843~~	~~$66,333~~	~~$67,902~~	~~$74,379~~
6	$58,431	$58,732	$59,690	$61,575	$64,095	$66,820	$68,240	$69,700	$71,239	$72,859	$78,047
7	~~$55,322~~	~~$56,064~~	~~$57,659~~	~~$59,293~~	~~$61,899~~	~~$64,763~~	~~$66,217~~	~~$67,709~~	~~$69,266~~	~~$74,379~~	~~$73,992~~
7	$59,620	$60,386	$62,033	$63,720	$66,411	$69,618	$71,119	$72,659	$74,267	$79,547	$79,712
8	~~$57,422~~	~~$57,778~~	~~$59,343~~	~~$61,046~~	~~$63,777~~	~~$67,537~~	~~$69,009~~	~~$70,512~~	~~$74,379~~	~~$75,992~~	~~$78,003~~
8	$61,788	$62,156	$63,771	$65,530	$68,349	$72,482	$74,001	$75,554	$79,547	$81,212	$81,788
9	~~$58,067~~	~~$59,842~~	~~$61,484~~	~~$63,331~~	~~$66,440~~	~~$70,241~~	~~$71,762~~	~~$74,379~~	~~$75,992~~	~~$80,016~~	~~$82,030~~
9	$62,454	$64,286	$65,982	$67,889	$71,099	$75,274	$76,844	$79,547	$81,212	$85,366	$85,946
10	~~$58,966~~	~~$61,759~~	~~$63,624~~	~~$65,487~~	~~$68,997~~	~~$72,953~~	~~$74,782~~	~~$78,003~~	~~$80,016~~	~~$84,045~~	~~$86,059~~
10	$63,382	$66,267	$68,191	$70,115	$73,740	$78,074	$79,962	$83,288	$85,366	$89,527	$90,106
11	~~$59,798~~	~~$65,574~~	~~$67,913~~	~~$69,741~~	~~$73,057~~	~~$78,003~~	~~$80,016~~	~~$82,030~~	~~$84,045~~	~~$86,059~~	~~$88,072~~
11	$63,382	$68,706	$71,120	$73,008	$76,431	$81,788	$83,866	$85,946	$88,027	$90,106	$92,185
	BA	**BA+10**	**BA+20**	**BA+30**	**BA+40**	**MA**	**MA+10**	**MA+20**	**MA+30**	**MA+40/ Specialist**	**PHD**
~~CAREER 12~~	~~$60,571~~	~~$70,416~~	~~$73,562~~	~~$75,624~~	~~$79,213~~	~~$84,789~~	~~$86,644~~	~~$88,422~~	~~$90,911~~	~~$93,229~~	~~$97,601~~
CAREER 12-15	$63,540	$73,205	$76,452	$78,582	$82,787	$88,545	$90,460	$92,296	$94,866	$97,259	$101,773
~~13~~	~~$60,571~~	~~$70,416~~	~~$73,562~~	~~$75,624~~	~~$79,213~~	~~$84,789~~	~~$86,644~~	~~$88,422~~	~~$90,911~~	~~$93,229~~	~~$97,601~~
~~14~~	~~$60,571~~	~~$70,416~~	~~$73,562~~	~~$75,624~~	~~$79,213~~	~~$84,789~~	~~$86,644~~	~~$88,422~~	~~$90,911~~	~~$93,229~~	~~$97,601~~
~~15~~	~~$60,571~~	~~$70,416~~	~~$73,562~~	~~$75,624~~	~~$79,213~~	~~$84,789~~	~~$86,644~~	~~$88,422~~	~~$90,911~~	~~$93,229~~	~~$97,601~~
~~CAREER 16~~	~~$62,102~~	~~$71,947~~	~~$75,093~~	~~$77,156~~	~~$80,743~~	~~$86,985~~	~~$88,841~~	~~$90,645~~	~~$93,159~~	~~$95,477~~	~~$99,874~~
CAREER 16-19	$65,120	$74,785	$78,034	$80,164	$84,368	$91,312	$93,229	$95,091	$97,687	$100,080	$104,620
~~17~~	~~$62,102~~	~~$71,947~~	~~$75,093~~	~~$77,156~~	~~$80,743~~	~~$86,985~~	~~$88,841~~	~~$90,645~~	~~$93,159~~	~~$95,477~~	~~$99,874~~
~~18~~	~~$62,102~~	~~$71,947~~	~~$75,093~~	~~$77,156~~	~~$80,743~~	~~$86,985~~	~~$88,841~~	~~$90,645~~	~~$93,159~~	~~$95,477~~	~~$99,874~~
~~19~~	~~$62,102~~	~~$71,947~~	~~$75,093~~	~~$77,156~~	~~$80,743~~	~~$86,985~~	~~$88,841~~	~~$90,645~~	~~$93,159~~	~~$95,477~~	~~$99,874~~
~~CAREER 20~~	~~$64,429~~	~~$74,274~~	~~$77,422~~	~~$79,483~~	~~$83,072~~	~~$90,032~~	~~$91,887~~	~~$93,662~~	~~$96,153~~	~~$98,472~~	~~$102,896~~
CAREER 20-24	$67,523	$77,188	$80,438	$82,566	$86,772	$94,958	$96,874	$98,706	$101,277	$103,672	$108,240
CAREER 25+	$67,523	$77,188	$80,438	$82,566	$86,772	$97,708	$99,624	$101,456	$104,027	$106,422	$110,990

~~*$1,000 One-Time Stipend for teachers eligible for Step 25 with MA, MA+10, MA+20, MA+30, MA+40/Specialist, PHD~~

APPENDIX B
RICHFIELD PUBLIC SCHOOLS ~~2024-2025~~2026-2027
LICENSED SALARY SCHEDULE

STEP	BA	BA+10	BA+20	BA+30	BA+40	MA	MA+10	MA+20	MA+30	MA+40/ Specialist	PHD
1	~~$49,415~~	~~$49,830~~	~~$50,115~~	~~$51,076~~	~~$52,782~~	~~$53,837~~	~~$55,217~~	~~$56,285~~	~~$57,996~~	~~$59,793~~	~~$59,793~~
1	$51,675	$52,101	$52,393	$53,378	$55,127	$56,720	$58,135	$59,230	$60,983	$62,825	~~$62,825~~
2	~~$50,790~~	~~$51,412~~	~~$51,698~~	~~$52,376~~	~~$54,117~~	~~$55,263~~	~~$56,717~~	~~$57,919~~	~~$59,690~~	~~$61,352~~	~~$61,352~~
2	$53,085	$53,722	$54,015	$54,710	$56,495	$58,182	$59,672	$60,904	$62,720	$64,423	~~$64,423~~
3	~~$52,453~~	~~$52,869~~	~~$53,216~~	~~$53,974~~	~~$55,789~~	~~$57,094~~	~~$58,759~~	~~$59,895~~	~~$61,729~~	~~$63,257~~	~~$63,953~~

3	$54,789	$55,216	$55,571	$56,348	$58,209	$60,315	$62,022	$63,186	$65,066	$66,632	~~$67,346~~
4	~~$53,784~~	~~$54,213~~	~~$54,603~~	~~$55,629~~	~~$57,691~~	~~$59,447~~	~~$60,817~~	~~$62,121~~	~~$63,902~~	~~$65,347~~	~~$67,340~~
4	$56,154	$56,593	$56,993	$58,045	$60,158	$62,727	$64,131	$65,468	$67,293	$68,774	~~$70,817~~
5	~~$55,197~~	~~$55,529~~	~~$55,975~~	~~$57,474~~	~~$59,875~~	~~$62,293~~	~~$63,641~~	~~$65,059~~	~~$66,454~~	~~$68,009~~	~~$70,750~~
5	$57,602	$57,942	$58,399	$59,936	$62,397	$65,644	$67,026	$68,479	$69,909	$71,503	~~$74,313~~
6	~~$57,431~~	~~$57,732~~	~~$58,690~~	~~$60,575~~	~~$63,095~~	~~$65,570~~	~~$66,990~~	~~$68,450~~	~~$69,989~~	~~$71,609~~	~~$76,797~~
6	$59,892	$60,200	$61,182	$63,114	$65,697	$68,491	$69,946	$71,443	$73,020	$74,680	~~$79,998~~
7	~~$58,620~~	~~$59,386~~	~~$61,033~~	~~$62,720~~	~~$65,411~~	~~$68,368~~	~~$69,869~~	~~$71,409~~	~~$73,017~~	~~$78,297~~	~~$78,462~~
7	$61,111	$61,896	$63,584	$65,313	$68,071	$71,358	$72,897	$74,475	$76,124	$81,536	~~$81,705~~
8	~~$60,788~~	~~$61,156~~	~~$62,771~~	~~$64,530~~	~~$67,349~~	~~$71,232~~	~~$72,751~~	~~$74,304~~	~~$78,297~~	~~$79,962~~	~~$80,538~~
8	$63,333	$63,710	$65,365	$67,168	$70,058	$74,294	$75,851	$77,443	$81,536	$83,242	~~$83,833~~
9	~~$61,454~~	~~$63,286~~	~~$64,982~~	~~$66,889~~	~~$70,099~~	~~$74,024~~	~~$75,594~~	~~$78,297~~	~~$79,962~~	~~$84,116~~	~~$84,696~~
9	$64,015	$65,893	$67,632	$69,586	$72,876	$77,156	$78,765	$81,536	$83,242	$87,500	~~$88,095~~
10	~~$62,382~~	~~$65,267~~	~~$67,191~~	~~$69,115~~	~~$72,740~~	~~$76,824~~	~~$78,712~~	~~$82,038~~	~~$84,116~~	~~$88,277~~	~~$88,856~~
10	$64,967	$67,924	$69,896	$71,868	$75,584	$80,026	$81,961	$85,370	$87,500	$91,765	~~$92,359~~
11	~~$62,382~~	~~$67,706~~	~~$70,120~~	~~$72,008~~	~~$75,431~~	~~$80,538~~	~~$82,616~~	~~$84,696~~	~~$86,777~~	~~$88,856~~	~~$90,935~~
11	$64,967	$70,424	$72,898	$74,833	$78,342	$83,833	$85,963	$88,095	$90,228	$92,359	~~$94,490~~
	BA	**BA+10**	**BA+20**	**BA+30**	**BA+40**	**MA**	**MA+10**	**MA+20**	**MA+30**	**MA+40/ Specialist**	**PHD**
CAREER 12-15	~~$62,540~~	~~$72,705~~	~~$75,952~~	~~$78,082~~	~~$81,787~~	~~$87,545~~	~~$89,460~~	~~$91,296~~	~~$93,866~~	~~$96,259~~	~~$100,773~~
CAREER 12-15	$65,129	$75,035	$78,363	$80,547	$84,857	$90,759	$92,722	$94,603	$97,238	$99,690	~~$104,317~~
CAREER 16-19	~~$64,120~~	~~$74,285~~	~~$77,534~~	~~$79,664~~	~~$83,368~~	~~$89,812~~	~~$91,729~~	~~$93,591~~	~~$96,187~~	~~$98,580~~	~~$103,120~~
CAREER 16-19	$66,748	$76,655	$79,985	$82,168	$86,477	$93,595	$95,560	$97,468	$100,129	$102,582	~~$107,236~~
CAREER 20-24	~~$66,523~~	~~$76,688~~	~~$79,938~~	~~$82,066~~	~~$85,772~~	~~$92,958~~	~~$94,874~~	~~$96,706~~	~~$99,277~~	~~$101,672~~	~~$106,240~~
CAREER 20-24	$69,211	$79,118	$82,449	$84,630	$88,941	$97,332	$99,296	$101,174	$103,809	$106,264	~~$110,946~~
CAREER 25+	~~$66,523~~	~~$76,688~~	~~$79,938~~	~~$82,066~~	~~$85,772~~	~~$95,458~~	~~$97,374~~	~~$99,206~~	~~$101,777~~	~~$104,172~~	~~$108,740~~
CAREER 25+	$69,211	$79,118	$82,449	$84,630	$88,941	$100,151	$102,115	$103,992	$106,628	$109,083	~~$113,765~~

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APPENDIX D

EXTENDED PROFESSIONAL ASSIGNMENTS

		~~2023~~2025-~~2024~~2026	~~2024~~2026-~~2025~~2027
D 1	Summer/ALC Instructional Programs	$40.00 ~~$37.50~~ per hour~~*~~	$40.00 per hour*
D 2	Curriculum Writing/Staff Development	$36.00 per hour~~*~~	$36.00 per hour
D 3	Driver Education		
	Behind the Wheel	$25.00 per hour~~*~~	$25.00 per hour
	Classroom	$29.00 per hour~~*~~	$29.00 per hour

D 4 Online Learning Instruction

Course development stipend	$1,500 per course developed & scheduled
Additional instructional assignments	1-2 students: $500 per student/semester 3-10 students: $350 per student/semester 10+ students: $3500 per semester

Teachers facilitating online courses with student enrollments of 10 or more students may be scheduled for an online course in lieu of an onsite course as part of their regular teaching assignment if agreed jointly by teacher and principal. The $3500 stipend would not be paid if the course is taught as part of the regular instructional assignment instead of as an additional assignment.

D 5 Educational Leadership

Educational Leaders (K-12) $2,500

K-12 Educational Leaders will be identified each fall by building principals during workshop week.

~~In buildings where teacher supervisions are assigned, a staff member selected for an educational leadership stipend and their principal/supervisor may jointly wave the payment of the stipend for a school year in exchange for that teacher being released from building supervision during the student contact day.~~

Educational Leaders (Special Education)

Level I: ~~$4,500~~
~~Effective 7-1-2-2024~~ $5,500

Level II: ~~$3,500~~
~~Effective 7-1-2-2024~~ $4,500

Level III: ~~$2,500~~
~~Effective 7-1-2-2024~~ $3,500

The specific alignment of stipends with special education programs will be reviewed and determined by the District on an annual based on criteria included in the Educational Leadership Stipend Assignments.

Educational Leaders (Technology) $2,500

Staff Development Chairs up to $2,500
To be determined based on duties

~~Student Attendance Review Board Chair $600~~

D 6 Extended Time Assignments

Counselors, psychologist, social workers, special education lead teachers, coordinators, district media coordinator, deans of students, teachers on alternative school year calendars,

media specialists or others as approved by the Director of Human Resources may apply to work an extended school year. Extended time approved by the district will be paid at the rate of ~~$300 per day effective July 1, 2023 and~~ $310 per day ~~effective July 1, 2024~~.

D 7 National and Other Certifications

Teachers who are certified by the National Board of Professional Teachers Standards will receive a $1,500 annual stipend each year their certification is on file in the Human Resources Office.

Speech-Language clinicians who are certified by the American Speech-Hearing Association with a Certificate of clinical competence will receive a $1,000 annual stipend each year their certification is on file in the Human Resources Office.

For the certifications and licenses listed immediately below, the District will reimburse the individual for the cost of re-licensure or re-certification provided their certification remains on file in the Human Resources Office:

a. School Psychologists – National Certification by National Association of School Psychologists (NCSP),

b. School Social Workers – License for Independent Clinical Social Work (LICSW),

c. Occupational Therapists – Occupational Therapist Registered Certificate (OTR),

d. Licensed School Nurses – License from the Minnesota Board of Nursing or National School Nursing Certification, and

e. School Counselors – National Certified Counselor (NCC).

In the event the District requires the individual to hold the designated certification or license, as an alternate to the reimbursed costs the individual will be paid $1,000 annually (pro-rated for part-time employees) in addition to their regular annual salary. This stipend is subject to renewal or nonrenewal based on requirements by the District on an annual basis.

D 8 Continuing Contract Bonus

Teachers who return to teaching in Richfield Schools the year following completion of their probationary period will be paid a one-time payment of $500. Such payment will be made on the second payroll in September.

D 9 College in the Schools

Teachers assigned to teach College in the Schools courses will be paid $~~1,330~~1,500 per subject for additional assigned training and meetings.

D10 Check and Connect Monitors

Teachers who are assigned responsibilities as Check and Connect Monitors will be paid $10 per student per week during which the assigned monitor and student meet.

D11 Bilingual Fluency

Teachers who are determined by the District to be bilingually fluent in a District identified language area will be paid ~~$1,000 annually effective July 1, 2023 and~~ $2,000 ~~effective July 1, 2024~~ (prorated for part-time employees) in addition to their regular annual salary. The stipend is subject to renewal or nonrenewal by the District on an annual basis.

D12 Teacher Shortage or Hard-to-Fill Areas

Teachers who are teaching in an area determined by the District to be a teacher shortage or hard-to-fill area will be paid ~~$1,000 annually effective July 1, 2023 and~~ $2,000 ~~effective July 1, 2024~~ (prorated for part-time employees) in addition to their regular annual salary. All teachers teaching in the teacher shortage or hard-to-fill area as determined by the District will receive the additional stipend. The stipend is subject to renewal or nonrenewal by the District on an annual basis.

*The hourly rate for ~~the 2024-2025~~2026-2027 Summer/ALC Instruction Programs will go into effect on the first day of the ~~2024~~2026 Summer School/ESY Programs.

APPENDIX E -- CO-CURRICULAR SALARY SCHEDULE
2025-2027

	2025-2026				2026-2027			
	FACTOR (1.000) :	Yrs 1-2 $5,637	Yrs 3-6 $5,817	Yrs 7+ $6,021	FACTOR (1.000) :	Yrs 1-2 $5,777	Yrs 3-6 $5,962	Yrs 7+ $6,172
BASEBALL								
Senior High Varsity	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172
Senior High Varsity Assistant	0.730	$4,115	$4,246	$4,395	0.730	$4,217	$4,352	$4,506
Ninth Grade	0.633	$3,568	$3,682	$3,811	0.633	$3,657	$3,774	$3,907
Ninth Grade Assistant	0.480	$2,706	$2,792	$2,890	0.480	$2,773	$2,862	$2,963
Middle School	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469
BASKETBALL								
Senior High Varsity	1.200	$6,764	$6,980	$7,225	1.200	$6,932	$7,154	$7,406
Senior High Varsity Assistant	0.900	$5,073	$5,235	$5,419	0.900	$5,199	$5,366	$5,555
Ninth Grade	0.750	$4,228	$4,363	$4,516	0.750	$4,333	$4,472	$4,629
Ninth Grade Assistant	0.545	$3,072	$3,170	$3,281	0.545	$3,148	$3,249	$3,364
Middle School	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469
CROSS COUNTRY								
Senior High Varsity	0.750	$4,228	$4,363	$4,516	0.750	$4,333	$4,472	$4,629
Senior High Varsity Assistant	0.563	$3,174	$3,275	$3,390	0.563	$3,252	$3,357	$3,475
Middle School	0.280	$1,578	$1,629	$1,686	0.280	$1,618	$1,669	$1,728
DANCE TEAM								
Competition-Sr High Varsity	0.725	$4,087	$4,217	$4,365	0.725	$4,188	$4,322	$4,475
Performance-Sr High Varsity	0.360	$2,029	$2,094	$2,168	0.360	$2,080	$2,146	$2,222
Competition-Sr High Varsity Assistant	0.535	$3,016	$3,112	$3,221	0.535	$3,091	$3,190	$3,302
Performance-Sr High Varsity Assistant	0.265	$1,494	$1,542	$1,596	0.265	$1,531	$1,580	$1,636
Senior High Hip Hop	0.100	$564	$582	$602	0.100	$578	$596	$617
EQUIPMENT MANAGER								
Senior High Varsity	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172
FOOTBALL								
Senior High Varsity	1.200	$6,764	$6,980	$7,225	1.200	$6,932	$7,154	$7,406
Senior High Varsity Assistant	0.900	$5,073	$5,235	$5,419	0.900	$5,199	$5,366	$5,555
Senior High B/JV Head Coach	0.950	$5,355	$5,526	$5,720	0.950	$5,488	$5,664	$5,863
Ninth Grade Head Coach	0.750	$4,228	$4,363	$4,516	0.750	$4,333	$4,472	$4,629
Ninth Grade Assistant	0.500	$2,819	$2,909	$3,011	0.500	$2,889	$2,981	$3,086
Middle School Head Coach	0.550	$3,100	$3,199	$3,312	0.550	$3,177	$3,279	$3,395
Middle School Assistant	0.450	$2,537	$2,618	$2,709	0.450	$2,600	$2,683	$2,777
GIRLS ATHLETIC COORDINATOR	1.200	$6,764	$6,980	$7,225	1.200	$6,932	$7,154	$7,406
GOLF								
Varsity	0.750	$4,228	$4,363	$4,516	0.750	$4,333	$4,472	$4,629
Senior High Varsity Assistant	0.563	$3,174	$3,275	$3,390	0.563	$3,252	$3,357	$3,475
Middle School	0.280	$1,578	$1,629	$1,686	0.280	$1,618	$1,669	$1,728
GYMNASTICS								
Senior High Varsity	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172
Senior High Varsity Assistant	0.730	$4,115	$4,246	$4,395	0.730	$4,217	$4,352	$4,506
HOCKEY								
Senior High Varsity	1.200	$6,764	$6,980	$7,225	1.200	$6,932	$7,154	$7,406
Senior High Varsity Assistant	0.900	$5,073	$5,235	$5,419	0.900	$5,199	$5,366	$5,555
MIDDLE SCHOOL ATHLETIC DIRECTOR	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172

*Years of experience shall be considered to be the number of years of experience the teacher has in that particular activity in the District unless a larger number of years is mutually agreed to by the teacher and the District.

CO-CURRICULAR SALARY SCHEDULE 2025-2027 CONTINUED

	2025-2026				2026-2027			
	FACTOR (1.000) =	Yrs 1-2 $5,637	Yrs 3-6 $5,817	Yrs 7+ $6,021	FACTOR (1.000) =	Yrs 1-2 $5,777	Yrs 3-6 $5,962	Yrs 7+ $6,172
INTRAMURAL ATHLETICS								
Senior High Coordinator	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469
Senior High Activities	0.080	$451	$465	$482	0.080	$462	$477	$494
Middle School Coordinator	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469
Middle School Activities	0.080	$451	$465	$482	0.080	$462	$477	$494
Middle School Skiing	0.180	$1,015	$1,047	$1,084	0.180	$1,040	$1,073	$1,111
SKIING								
Senior High Varsity	0.750	$4,228	$4,363	$4,516	0.750	$4,333	$4,472	$4,629
Senior High Varsity Assistant	0.563	$3,174	$3,275	$3,390	0.563	$3,252	$3,357	$3,475
SOCCER								
Senior High Varsity	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172
Senior High Varsity Assistant	0.730	$4,115	$4,246	$4,395	0.730	$4,217	$4,352	$4,506
Ninth Grade	0.633	$3,568	$3,682	$3,811	0.633	$3,657	$3,774	$3,907
Ninth Grade Assistant	0.480	$2,706	$2,792	$2,890	0.480	$2,773	$2,862	$2,963
Middle School	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469
SOFTBALL								
Senior High Varsity	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172
Senior High Varsity Assistant	0.730	$4,115	$4,246	$4,395	0.730	$4,217	$4,352	$4,506
Ninth Grade	0.633	$3,568	$3,682	$3,811	0.633	$3,657	$3,774	$3,907
Ninth Grade Assistant	0.480	$2,706	$2,792	$2,890	0.480	$2,773	$2,862	$2,963
Middle School	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469
SWIMMING/SYNCHRONIZED SWIMMING								
Senior High Varsity	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172
Senior High Varsity Assistant	0.730	$4,115	$4,246	$4,395	0.730	$4,217	$4,352	$4,506
TENNIS								
Senior High Varsity	0.750	$4,228	$4,363	$4,516	0.750	$4,333	$4,472	$4,629
Senior High Varsity Assistant	0.563	$3,174	$3,275	$3,390	0.563	$3,252	$3,357	$3,475
Ninth Grade	0.480	$2,706	$2,792	$2,890	0.480	$2,773	$2,862	$2,963
Middle School	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469
TRACK AND FIELD								
Senior High Varsity	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172
Senior High Varsity Assistant	0.730	$4,115	$4,246	$4,395	0.730	$4,217	$4,352	$4,506
Middle School	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469
VOLLEYBALL								
Senior High Varsity	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172
Senior High Varsity Assistant	0.730	$4,115	$4,246	$4,395	0.730	$4,217	$4,352	$4,506
Ninth Grade	0.633	$3,568	$3,682	$3,811	0.633	$3,657	$3,774	$3,907
Middle School	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469
WEIGHT ROOM SUPERVISOR								
School Year Coordinator	1.000	$5,637	$5,817	$6,021	1.000	$5,777	$5,962	$6,172
Summer Coordinator(s)	0.650	$3,664	$3,781	$3,914	0.650	$3,755	$3,875	$4,012
WRESTLING								
Senior High Varsity	1.200	$6,764	$6,980	$7,225	1.200	$6,932	$7,154	$7,406
Senior High Varsity Assistant	0.900	$5,073	$5,235	$5,419	0.900	$5,199	$5,366	$5,555
Ninth Grade	0.750	$4,228	$4,363	$4,516	0.750	$4,333	$4,472	$4,629
Ninth Grade Assistant	0.545	$3,072	$3,170	$3,281	0.545	$3,148	$3,249	$3,364
Middle School	0.400	$2,255	$2,327	$2,408	0.400	$2,311	$2,385	$2,469

*Years of experience shall be considered to be the number of years of experience the teacher has in that particular activity in the District unless a larger number of years is mutually agreed to by the teacher and the District.

CO-CURRICULAR SALARY SCHEDULE 2025-2027 CONTINUED

	FACTOR (1.000)	2025-2026 Base $5,637	FACTOR (1.000)	2026-2027 Base $5,777
ACADEMIC COMPETITIONS				
Chess Club - RHS	0.215	$1,212	0.215	$1,242
Destination Imagination	0.215	$1,212	0.215	$1,242
FIRST Lego League	0.215	$1,212	0.215	$1,242
FIRST Robotics League	0.375	$2,114	0.375	$2,166
High School Robotics Competition	0.700	$3,946	0.700	$4,044
Future Problem Solvers	0.215	$1,212	0.215	$1,242
Knowledge Bowl/Quiz Bowl	0.150	$846	0.150	$867
Math Team - RHS	0.320	$1,804	0.320	$1,849
Math Team - RMS	0.260	$1,466	0.260	$1,502
BAND				
Senior High Band Director	1.150	$6,483	1.150	$6,644
Senior High Band Assistant	0.400	$2,255	0.400	$2,311
Senior High Jazz Band (Only if not offered in class)	0.400	$2,255	0.400	$2,311
Marching Band--Flags	0.400	$2,255	0.400	$2,311
Marching Band - Flags (Winter)	0.400	$2,255	0.400	$2,311
Middle School Band Director	0.400	$2,255	0.400	$2,311
Middle School Jazz Band	0.290	$1,635	0.290	$1,675
Elementary	0.285	$1,607	0.285	$1,646
CHEERLEADERS				
Senior High Director	0.570	$3,213	0.570	$3,293
Senior High Assistant (1 Fall, 1 Winter)	0.235	$1,325	0.235	$1,358
DEBATE				
Senior High Varsity Director	0.785	$4,425	0.785	$4,535
Senior High Varsity Assistant	0.715	$4,030	0.715	$4,131
Middle School	0.250	$1,409	0.250	$1,444
DECA	0.500	$2,819	0.600	$3,466
DRAMA				
Fine Arts Coordinator	0.775	$4,369	0.775	$4,477
RHS Director--Full Length Play	0.650	$3,664	0.650	$3,755
RHS Set Design/Construction/Painting-Full Length Pl	0.250	$1,409	0.250	$1,444
RHS Costumer	0.250	$1,409	0.250	$1,444
RMS Director--Full Length Play	0.500	$2,819	0.500	$2,889
RMS Set Design/Construction/Painting-Full Length Pl	0.200	$1,127	0.200	$1,155
RMS Costumer	0.200	$1,127	0.200	$1,155
Director--One Act Play	0.300	$1,691	0.300	$1,733
RHS Director--Full Length Musical	0.750	$4,228	0.750	$4,333
RHS Musical II--Music Director-Vocal	0.450	$2,537	0.450	$2,600
RHS Musical II--Music Director-Instrumental	0.450	$2,537	0.450	$2,600
RHS Musical III--Set Designer	0.375	$2,114	0.375	$2,166
RHS Musical IV--Set Support (Painting/Construction)	0.225	$1,268	0.225	$1,300
RHS Choreographer--Musical	0.300	$1,691	0.300	$1,733
RMS Director--Full Length Musical	0.600	$3,382	0.600	$3,466
RMS Musical II--Music Director-Vocal/Instr	0.350	$1,973	0.350	$2,022
RMS Musical III--Set Design/Build	0.250	$1,409	0.250	$1,444
RMS Musical IV--Costumer	0.200	$1,127	0.200	$1,155
RMS Musical - Choreographer	0.250	$1,409	0.250	$1,444
RMS One Act - Director	0.300	$1,691	0.300	$1,733
RMS One Act - Music Director	0.290	$1,635	0.290	$1,675
RMS One Act --Set Construction	0.150	$846	0.150	$867
E-MENTORING ADVISORS	0.270	$1,522	0.270	$1,560
ENVIRONMENTAL LEARNING CENTER				
Coordinator	0.600	$3,382	0.600	$3,466
Assistant Coordinator	0.215	$1,212	0.215	$1,242
Supervising Teachers (per night)		$150		$153

CO-CURRICULAR SALARY SCHEDULE 2025-2027 CONTINUED

	FACTOR (1.000) =	2025-2026 Base $5,637	FACTOR (1.000) =	2026-2027 Base $5,777
JOURNALISM				
Senior High Paper (Spotlight)/edition	0.100	$564	0.100	$578
Senior High Annual (Aurean)	0.650	$3,664	0.650	$3,755
Middle School Paper	0.350	$1,973	0.350	$2,022
Middle School Annual	0.500	$2,819	0.500	$2,889
JUNIOR OPTIMIST	0.216	$1,216	0.216	$1,247
LITERARY MAGAZINE	0.320	$1,804	0.320	$1,849
NATIONAL HONOR SOCIETY	0.500	$2,819	0.500	$2,889
SCHOOL PATROL (ELEMENTARY) LEVEL I	0.275	$1,550	0.275	$1,589
SERVICE ASSIGNMENTS				
School Service Assignments, when assigned		(per hour) $25.00		(per hour) $25.50
by the principal shall be paid at a rate of		$175.00		$178.50
for any given assignment, not to exceed				
SIT/SITE TEAMS (per member)	0.200	$1,127	0.200	$1,155
SPEECH				
Senior High Director	0.700	$3,946	0.700	$4,044
Assistant Senior High Director	0.460	$2,593	0.460	$2,657
STAGE				
Auditorium Manager--RHS/RMS (12 months)	0.950	$5,355	0.950	$5,488
Assistant Director of Stage and Sound--RHS	0.700	$3,946	0.700	$4,044
Assistant Director of Stage and Sound--RMS	0.350	$1,973	0.350	$2,022
Technical Manager--RHS Musical	0.250	$1,409	0.250	$1,444
Technical Manager--RHS One Act Play	0.200	$1,127	0.200	$1,155
Technical Manager--RHS Full Length Play	0.250	$1,409	0.250	$1,444
Technical Manager--Middle School Drama	0.075	$423	0.075	$433
STEP SQUAD	0.265	$1,494	0.265	$1,531
STUDENT ACTIVITIES				
Elementary After School Program Coordinators	0.450	$2,537	0.450	$2,600
RHS Student Activity Coordinator - Fire & Ice	0.084	$474	0.084	$485
RHS Student Activity Coordinator - Prom	0.125	$705	0.166	$959
RHS Student Activity Coordinator - Homecoming	0.166	$936	0.166	$959
STUDENT GOVERNMENT				
Senior High	0.450	$2,537	0.450	$2,600
Middle School	0.325	$1,832	0.325	$1,878
Elementary	0.200	$1,127	0.200	$1,155
VIDEO DIRECTOR	0.650	$3,664	0.650	$3,755
VOCAL				
Senior High	0.700	$3,946	0.700	$4,044
Middle School	0.400	$2,255	0.400	$2,311
Elementary	0.250	$1,409	0.250	$1,444
EXTENDED ACADEMIC TRIP (sponsored)				
Supervising Teachers (per night)		$150		$153

Pay for post season tournaments shall be earned after a team or team members have advanced beyond a preliminary round contest. The amount paid will be $150 per event, or for each week the season is extended (partial weeks of three days or more of extended season shall constitute a week). The number of personnel to be eligible shall be determined by the Athletic/fine Arts Director(s) after consultation with the head coach of the activity. Advisors accompanying other groups, at the request of the principal, will be paid $65 per event.

Stipends assume the length of seasons in ensuing school years are to remain the same as 2025-2026. Should the length of any sport, at either the senior or middle schools, be changed from 2025-2026, the stipend will be adjusted up or down on a pro-rata basis.

If the regular football season is required to have more than 2 Saturday games, assigned coaches will receive $75/day commencing with the third event.

MEMORANDUM OF AGREEMENT
MEETING AND PREPARATION TIME

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction;

WHEREAS, the parties recognize that teachers need time during the duty day to plan instruction, to prepare for the delivery of instruction, and to collaborate regarding student success; and

WHEREAS, the parties recognize that a productive, well-executed meeting may be required for the efficient running of the school;

NOW, THEREFORE, BE IT AGREED:

1. **Use of Preparation Time.** Teachers may use preparation time to prepare lessons and materials for assigned classes, to conduct conferences, to evaluate student work, to collaborate voluntarily with colleagues, and to perform other tasks related to their assignment. The specific work to be performed during preparation time will generally be within the teacher's professional discretion as long as it is aligned with the teacher's professional responsibilities. Principals and other administrators will not regularly schedule meetings during preparation time except for the purpose of the performance and evaluation process (i.e. pre and post observation conferences).

2. **Supervision During Preparation Time.** Absent extraordinary circumstances, teachers will not be required to supervise students during their preparation time. If, at the request or direction of the building principal, a teacher supervises or teaches a class during the teacher's scheduled preparation time, the District will compensate the teacher for the lost preparation time, calculated by rounding up to the nearest one-quarter hour, based on the instructional program hourly rate specified in Appendix D of the CBA.

3. **Compensation for Additional Preparation Caused by Collapsed Classrooms**. In the event a substitute is not available and the teacher's students are assigned across other classrooms, any teacher who receives at least 1 additional assigned student, for a half or full day, in this situation will receive a proportional share of the Certified Retired Teacher Substitute daily rate of pay in relation to number of teachers who are assigned responsibility for those students. At the secondary level, where classes are not scheduled on a half or full day basis, any teacher who receives at least one (1) additional assigned student for an entire class period will receive a proportional share of the instructional hourly rate of pay for each full class period in relation to the number of teachers who are assigned responsbilities for those students. This compensation is provided in order to compensate for the additional preparation time required to accommodate this change in instruction.

4. **Compensation for Duty Reassignment.** An elementary licensed staff who is pulled from their assigned duty to cover a classroom for a half or full day will be compensated an additional hour, in addition to their regular salary, at the hourly rate of pay.

5. **Collaborative Approach.** All teachers are expected to use a collaborative approach in scheduling meetings with colleagues for the purpose of ensuring the provision of quality instruction and the alignment of regular education services with integrated programming, such as Title I, ELL, and special education programming. Toward that end, when scheduling meetings involving other staff members, teachers are expected to seek consensus from all participants regarding a mutually agreeable date and time for the meeting, including whether the meeting will be held before the student day, during preparation time, or after the student day. To help support this collaboration, the District will attempt to schedule common preparation times among individuals who share students when practicable.

6. **Guidelines for Regularly Scheduled Meetings.** In general, regularly scheduled meetings for all staff in a building outside of preparation time will include a weekly Professional Learning Community (PLC) meeting as well as a weekly collaboration meeting among grade levels, departments, integrated services and special education to plan and prepare instruction. Up to two faculty or building staff development meetings may be scheduled each month. Stipended positions or voluntary committees that meet on an infrequent basis are excluded from these guidelines. ~~In 2016-2017, t~~The collaboration meetings may be scheduled within the assigned planning and preparation time. IEP meetings and child study teams may be required to address the specific needs of individual students and as such, do not fall within the guidelines of Section 6.

7. **K-5 Planning and Preparation Time.** Elementary preparation time includes an additional 50 minutes of planning time per week (total of 300 minutes) for a full-time teacher. The additional time will be used to support planning and preparation for instruction, including at least one weekly meeting to collaborate and co-plan for instruction. The meetings may be rescheduled at the discretion of the assigned team with approval by the building principal.

8. **Collaboration and Professional Learning Community.** Collaboration and Professional Learning Community (PLC) meetings will be scheduled in collaboration with building leadership team factoring in team preferences as well as coordination of staff resources. Meetings may be rescheduled at the discretion of the assigned team with approval by the building principal. Teams that request to have their meetings scheduled outside the normal workday will not be eligible for any additional compensation.

9. **Review of Guidelines.** Major changes to non-student contact time resulting from schedule changes or other concerns that emerge related to preparation time will be the subject of Meet and Confer.

10. **Term.** This MOA ~~will take effect on July 1, 2023 and~~ will automatically expire on June 30, ~~2025~~ 2027 or upon ratification of the ~~2025~~2027 ~~2027~~ 2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

11. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties relating to preparation time for teachers. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT
IMPROVEMENT PLANNING

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction;

WHEREAS, the parties desire to ensure high quality and effective implementation of program improvements;

NOW, THEREFORE, BE IT AGREED:

Richfield School District and Education Richfield agree to develop a process for reviewing program improvement efforts and implementation using an extended Meet and Confer Committee. The process for implementation will include establishing a committee which will discuss the following considerations:

1. Ensure a common understanding of what constitutes an "initiative" for purposes of this committee's review;
2. Ensure a clear process for program improvement efforts and strategies;
3. Review and discuss who is involved in various initiatives and related timing to consider impact on effective implementation;
4. Evaluate the intended and unintended consequences of each initiative;
5. Discuss effective implementation to consider needs for staff development and follow-up training and review opportunities; and
6. Review how technology can successfully support any initiatives before they are implemented.
7. Review current expectations of activities outside of the regular school day that support parent and community relationships and work to align these efforts across the organization.
8. Review current testing timelines and processes, especially as it relates to diagnostic activities at the beginning of the year, and identify ways to mitigate negative impact on instruction.

The Education Richfield President and Superintendent will identify appropriate timing and committee representation, which may vary based on items being discussed. It is agreed that the first meeting for the committee will be scheduled no later than 45 days from ratification of this agreement.

1. **Term.** This MOA will take effect immediately upon ratification of this agreement and will automatically expire on June 30, ~~2025~~ 2027 or upon ratification of the ~~2025~~2027-~~2027~~ 2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

2. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties relating to improvement planning. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT

MEET AND CONFER

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction; and
WHEREAS, the parties recognize that supporting a positive and product work environment for staff requires engaging multiple perspectives to address work issues
NOW, THEREFORE, BE IT AGREED that the following topics and goals be discussed during Meet and Confer:

1. **Engagement Responsibilities Outside of Normal Work Day Hours.** Define and align expectations of staff for parent and community engagement which requires assigned hours outside of the normal work day.

2. **Major Changes in Schedules or Programming.** Review academic program or schedule changes which may be considered for future years.

3. **School Calendar Planning.** Identify potential changes to the school calendar to ensure efficient and effective use of time as well as opportunities to gather perspectives.

4. **Other Items.** Discuss other items as mutually agreed upon by the President of Education Richfield and Richfield Public Schools Chief Human Resources and Administrative Officer.

5. **Term.** This MOA will take effect upon ratification of the 2023-2025 CBA.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT RELATED TO
EARLY CHILDHOOD FAMILY EDUCATION AND PRE-SCHOOL TEACHERS

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and Union are parties to a ~~2023-25~~ collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the District employs Early Childhood Family Education ("ECFE") and Pre-School Teachers;

WHEREAS, the District and Union wish to clarify the compensation and benefit provisions that apply to these teachers; and

WHEREAS, effective July 1, 2023, ECFE teachers are eligible to earn continuing contract rights, whereas pre-school teachers are not yet required to be licensed and thus are not covered by the Continuing Contract Law, Minn. Stat. 122A.40.

NOW, THEREFORE, the parties agree to the following:

1. The following provisions of the CBA shall apply for determining the compensation and benefits of ECFE /Pre-School teachers:

    a. Article VIII (Factors Involved in Determination of Salary)
    b. Article X (Leaves of Absence) – excluding Sections 9, 10, and 11
    c. Article XI – Grievance Procedure
    d. Article XIII – School Year
    e. Article XV – Fringe Benefits
    f. Article XVI – Salary Payment
    g. Article XVIII – Salary and Economic Welfare

2. Article XIV (School Day) will apply to Pre-School teachers. Article XIV (School Day) will apply to ECFE teachers, with the exception that the hours worked each day may not be consecutive given the nature of the ECFE program. The District will determine the schedules for ECFE teachers based on the ECFE classes offered.

3. Article IX will apply only to ECFE teachers.

4. With respect to ECFE teachers, the parties agree that the unrequested leave of absence procedures in Article X, Sections 9 and 10, of the CBA will apply with the following exceptions:

    a. Given the unique nature of ECFE teaching positions, the District may place such teachers on unrequested leave of absence effective at any time and that the July 1 deadline in Sections 9(C) and 10(C) is not applicable to ECFE teachers.
    b. A separate seniority list will be established for ECFE teachers.
    c. For purposes of Sections 9(C)(4)(d) and 10(C)(3)(c), ECFE teachers may only transfer to other ECFE teacher positions.
    d. For purposes of Sections 9(D) and 10(D), ECFE teachers may only be recalled to ECFE teacher positions.

For purposes of unrequested leaves of absence, the parties agree that teachers on seniority lists other than the ECFE seniority list may not transfer to ECFE positions; the only teachers who may transfer to ECFE positions are ECFE teachers.

5. The other provisions of the CBA not listed above shall not apply to ECFE/Pre-school teachers.

6. This MOA will take effect upon ratification of the 2025-2027 CBA.

~~This MOA shall become effective on the data it is signed by both parties and shall remain in effect for the duration of the 2023-25 CBA.~~

~~6.~~

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

By _____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

By _____ Date: _____
School Board Chair

By _____ Date: _____
School Board Clerk

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Memorandum of Agreement Building Substitutes

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the District is considering hiring "Building Substitutes." It is intended that Building Substitutes would be contracted for a specific number of duty days during the school year and would cover for multiple absent teachers;

WHEREAS, Building Substitutes would differ from long-term substitutes (who are covered by Art. VII, Section 3 of the CBA) in that Building Substitutes would not substitute for only one absent teacher, but would likely substitute for many absent teachers over the course of their contracted year;

WHEREAS, Building Substitutes would differ from Reserve Teachers (who are covered by Art. VII, Section 4 of the CBA) in that Building Substitutes would be contracted for a set number of duty days for the school year, rather than working on an as-needed, short call basis.

NOW, THEREFORE, BE IT AGREED;

The pay and benefits for Building Substitutes will be established by Board Policy instead of the provisions of the CBA.

In the event a Building Substitute acquires continuing contract rights pursuant to Minnesota Statutes section 122A.40, the Building Substitute's unrequested leave of absence ("ULA") rights shall be as follows:

The Building Substitute shall not be able to use seniority to bump another teacher, claim a vacancy, or require a realignment of positions.

Once placed on ULA, the Building Substitute shall not have recall rights.

The provisions of Section 2 of this MOA shall constitute and be a part of the ULA plan contained in Article X, Sections 9-13 of the CBA, which has been negotiated pursuant to Minnesota Statutes section 122A.40, subdivision 10.

Building Substitutes shall not be covered by the CBA, except to the extent provided above in Section 2 of this MOA.

6. ~~Term.~~ This MOA will take effect upon ratification of the 2025-2027 CBA.

~~This MOA will take effect immediately upon ratification of the CBA and will automatically expire on June 30, 2025 or upon ratification of the~~

~~2025-27 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.~~

Entire Agreement. This MOA and the CBA constitute the entire agreement between the parties relating to Building Substitutes. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

By _____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

By _____ Date: _____
School Board Chair

By _____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT

MEET AND CONFER/STATUTORY CHANGES

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction; and

WHEREAS, the State of Minnesota has identified adult-to-student ratios in classrooms, student testing and student-to-personnel ratios as mandatory subjects of bargaining; and

WHEREAS, the parties recognize that these mandatory subjects of bargaining are integral to the operations of the District and student success; and

WHEREAS, the parties recognize that it requires time to fully understand the impacts of program and staffing changes in relation to the work of the District

NOW, THEREFORE, BE IT AGREED that a committee of Education Richfield and District Leadership will be formed to review the following topics and goals be discussed as part of a Meet and Confer process:

1. **Current adult-to-student ratios in the classrooms, student testing, and student-to-personnel ratios.**

2. **Potential changes to these items as they are reviewed in light of budgetary or program needs.**

Term. This MOA will take effect upon ratification of the 2023-2025 CBA.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT
LANE CHANGE CREDITS

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote professional development that is rigorous and aligned with organizational goals, including compensation for lane change credits; and

WHEREAS, the parties desire to ensure high quality and effective implementation of instructional practices and curriculum delivery.

NOW, THEREFORE, BE IT AGREED:

Richfield School District and Education Richfield agree to develop a process for reviewing professional development coursework which is compensated through lane change credits on the salary schedule using an extended Meet and Confer Committee. The process for implementation will include establishing a committee which will discuss programs of study that are available for lane change credits as well as other professional development methods for earning lane change credits and developing guidelines for approval. Items for discussion may include, but not be limited to, the following:

1. Identify external graduate degree programs or coursework that meet or do not meet eligibility requirements for lane change credits.
2. Identify alternative professional development opportunities that may not be eligible for graduate degree gredits, but meet the rigor and alignment to organizational goals to be eligible for lane change credits.
3. Review alternative licensure programs such as licensure via portfolio and develop criteria, if appropriate, for consideration for potential lane change credits.
4. ~~Develop~~ Review and maintain the District ~~a~~ clearinghouse of resources to support selection of available programs.
5. Identify internal professional development programs that may be eligible for board credits.

The Education Richfield President and Superintendent will identify appropriate timing and committee representation, which may vary based on items being discussed. It is agreed that the first meeting for the committee will be scheduled no later than 45 days from ratification of this agreement.

Any recommendations from the committee will be subject to review and approval of the Superindent or administrative designee as it relates to review and approval of lane change credits.

7. **Term.**
8. This MOA will take effect immediately upon ratification of this agreement and will automatically expire on June 30, 2027 or upon ratification of the 2027-2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

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~~This MOA will take effect immediately upon ratification of this agreement and will automatically expire on June 30, 2025 or upon ratification of the 2025-2027 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.~~

~~3.~~9.

~~4.~~10. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties as it relates to formation of this committee. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

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IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT
REGARDING DUE PROCESS PAPERWORK

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield Public Schools ("District"), and Education Richfield ("Union").

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the terms and conditions of employment for the District's teachers;

WHEREAS, the parties desire to develop guidelines for additional paid time or alternative scheduling for special education teachers for completion of required due process paperwork; and

WHEREAS, this MOA documents the parties' agreements related to when special education teachers can receive additional pay for working on required due process paperwork outside of the contract day.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOA, the District and the Union agree as follows:

1. Special education teachers may submit time sheets for up to 16 (sixteen) additional hours of pay if they spend time outside of the contract day working on required due process paperwork for students they serve (for example, drafting evaluation reports, individualized education programs (IEPs), and progress reports) during the assigned work year. If teachers attend due process nights sponsored by the District to work on due process paperwork, the time they are present at those sessions is included in the sixteen additional hours of pay. Additional time may be requested and granted based on caseload needs. Such requests must be submitted to the Director of Special Education and is subject to approval solely within the District's discretion. Teachers must submit timesheets prior to June 15th in order to receive pay for any additional hours for that school year. (For example, for the ~~2023-24~~2025-2026 school year, timesheets must be submitted by June 15, ~~2024~~2026.) No additional pay will be provided for attendance at IEP team meetings.

2. The District will pay the instructional rate in D.1. of Appendix D for any additional hours worked in accordance with this MOA.

3. Special education teachers may request alternative schedules for conferences in order to accommodate IEP meetings that are not able to be held during conference time and are required to be held outside of the normal work day. They must coordinate with the building principal and special education lead teacher for appropriate scheduling and approval, which is solely within the District's

discretion, and will be required to document the meeting schedules that are requested for this scheduling alternative.

4. In addition to No. 1 above, special education teachers may request to be released from part of their daily assignment to complete required due process paperwork. In general, the time released from the daily assignment will be limited to 8 hours per school year, but this may be extended based on caseload needs and reserve teacher availability. They must coordinate with the building principal and special education lead teacher for appropriate scheduling and approval, which is solely within the District's discretion, and perform the work on-site. If there is a shortage of substitute teachers because of the overall number of teacher absences, the released time may be rescheduled for a later date or time.

5. The parties mutually understand that the time allocated as part of this MOA may not fully account for the time necessary to complete the due process paperwork, meeting schedules and requirements for special education teachers and that this MOA has no impact on teachers' responsibilities to fulfill those requirements.

6. This MOA reflects the entire agreement between the Union and the District related to additional pay for due process paperwork. No party has relied on any understanding or promise that is not stated in this MOA. This MOA controls to the extent that it conflicts with the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

5. This Agreement will remain in effect for the duration of the CBA and will automatically sunset when a successor agreement to the CBA is ratified by both parties.

FOR THE UNION:	FOR THE DISTRICT:
_____	_____
_____	_____
Date: _____	Date:_____

MEMORANDUM OF AGREEMENT
REGARDING EARNED SICK AND SAFE TIME

WHEREAS, Education Richfield is the exclusive representative for the teachers employed by Independent School District No. 280, Richfield ("District");

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") for the period of July 1, 2023 through June 30, 2025;

WHEREAS, Article X, Section 1 of the CBA outlines how teachers earn and use sick leave;

WHEREAS, effective January 1, 2024, Minnesota's earned sick and safe time ("ESST") law requires employers to provide paid leave to employees who work in the state consistent with Minnesota Statutes sections 181.9445 through 181.9448; and

WHEREAS, the purpose of this Agreement is to document the District's and the Union's agreement with respect to earned sick and safe time in relation to Article X, Section 1 of the CBA.

NOW THEREFORE, the District and the Union agree as follows:

1. **Advanced and earned.** For both full-time and part-time teachers, advanced ESST days are advanced by the District at the beginning of the school year and actually earned over the course of the school year.

2. **Earned Sick and Safe Time Required by Law.** A portion of the sick leave days provided to teachers at the beginning of the school year pursuant to Article X, Section 1 will be designated by the District as ESST hours required by Minnesota Statutes sections 181.9445 through 181.9448, as amended, and advanced to teachers before it is earned over the course of the school year as follows:

    a. **Full-time Teachers.** For full-time teachers, eighty (80) hours of the sick leave advanced by the District at the beginning of the school year will be designated as ESST hours. Hours not designated as ESST hours will be designated as non-ESST sick leave.

    ESST hours not used by teachers before July 1 will be placed in the teacher's non-ESST sick leave bank.

    b. **Part-time Teachers.** For part-time teachers and full-time teachers who start after the beginning of the school year, the District will prorate the eighty (80) hours of ESST designated leave based on the teacher's FTE status as necessary to ensure the teacher is receiving one (1) hour of advanced ESST time for every thirty (30) hours the teacher is expected to work over the course of the school year. If a part-time teacher accepts a position with increased hours over the course of the school year, the District will adjust the prorated ESST-designated leave and advance additional ESST time to the extent necessary to ensure the teacher will earn the minimum amount of ESST time required by law.

For part-time teachers who will not receive eighty (80) hours of ESST on July 1, ESST hours not used by teachers before July 1 will carry over to the next school year, up to a maximum of eighty (80) hours of ESST.

For part-time teachers who have accumulated the maximum of eighty (80) hours of ESST, any additional sick leave to which they are entitled under the CBA will be designated as non-ESST sick leave.

In the event the District's procedure for advancing sick leave results in a situation where a part-time teacher has not been advanced sufficient leave to meet the minimum statutory requirements for accruing ESST hours in one year, the teacher will be allowed to use leave in the teacher's accumulative sick leave bank for the purposes outlined in Minnesota Statutes section 181.9447, as amended, only to the extent necessary to comply with the minimum standards set forth by law. Once the teacher has received sufficient leave to meet the minimum legal requirements for ESST through a combination of accumulated ESST hours and leave from the accumulative sick leave bank, the teacher may only use the teacher's accumulative sick leave bank for the purposes set forth in paragraph 3 of this MOA.

c. **Use of ESST.** ESST-designated hours provided pursuant to this paragraph 2 may be used for any ESST-qualifying reason outlined in Minnesota Statutes section 181.9447, as amended.

d. **ESST Hours Must be Used before Sick Leave.** A teacher must use accumulated ESST hours before using non-ESST sick leave.

e. **Use of ESST Hours as Discretionary Leave.** A full-time teacher may use up to twenty-four (24) hours of ESST leave in one school year for personal leave in accordance with Article X, Section 3 of the CBA. A part-time teacher may use a pro-rated amount of ESST hours in one school year for the personal leave to which they are entitled under Article X, Section 3 of the CBA.

f. **Year measurement.** The year the District uses to measure ESST compliance will run from July 1 to June 30.

g. **Early separation.** A teacher who separates from employment prior to the end of the school year will be required to pay back any used, but unearned ESST-designated leave. The District may recover the amount owed by the teacher through payroll deduction.

3. **Use of Non-ESST Sick Leave.** The District will only provide ESST-designated leave to the minimum extent required by law. A teacher may only use sick leave that is not designated as ESST time under this MOA as follows: (1) for absences as allowed by Article X, Section 1(I)–(J); and (2) for absences as allowed by the remainder of the CBA.

4. Medical Certificate. Article X, Section 1(K) of the CBA is modified as follows:

To the extent provided by law, the School District may require a teacher to furnish a medical certificate from a licensed medical professional as to evidence of illness, medical condition (e.g. childbirth), or accident, indicating such absence as was due to illness or injury, to qualify for sick leave pay. Such medical certificate may pertain to the teacher, child, or other individual as appropriate to the Division of Section 1 cited in the leave request. To the extend provided by law, any leave of five or more consecutive days of absence or intermittent days required to care for the same medical condition within the same school year will require a medical certificate from a licensed medical provider. The final determination as to the eligibility of a teacher for sick leave is reserved to the School District. In the event that a medical certificate will be required for unrelated intermittent leave, the teacher will be so advised.

5. Duration. This Agreement will remain in effect for the duration of the CBA and will automatically sunset when a successor agreement to the CBA is ratified by both parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT
MEETING AND PREPARATION TIME

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction;

WHEREAS, the parties recognize that teachers need time during the duty day to plan instruction, to prepare for the delivery of instruction, and to collaborate regarding student success; and

WHEREAS, the parties recognize that a productive, well-executed meeting may be required for the efficient running of the school;

NOW, THEREFORE, BE IT AGREED:

1. **Use of Preparation Time.** Teachers may use preparation time to prepare lessons and materials for assigned classes, to conduct conferences, to evaluate student work, to collaborate voluntarily with colleagues, and to perform other tasks related to their assignment. The specific work to be performed during preparation time will generally be within the teacher's professional discretion as long as it is aligned with the teacher's professional responsibilities. Principals and other administrators will not regularly schedule meetings during preparation time except for the purpose of the performance and evaluation process (i.e. pre and post observation conferences).

2. **Supervision During Preparation Time.** Absent extraordinary circumstances, teachers will not be required to supervise students during their preparation time. If, at the request or direction of the building principal, a teacher supervises or teaches a class during the teacher's scheduled preparation time, the District will compensate the teacher for the lost preparation time, calculated by rounding up to the nearest one-quarter hour, based on the instructional program hourly rate specified in Appendix D of the CBA.

3. **Compensation for Additional Preparation Caused by Collapsed Classrooms**. In the event a substitute is not available and the teacher's students are assigned across other classrooms, any teacher who receives at least 1 additional assigned student, for a half or full day, in this situation will receive a proportional share of the Certified Retired Teacher Substitute daily rate of pay in relation to number of teachers who are assigned responsibility for those students. At the secondary level, where classes are not scheduled on a half or full day basis, any teacher who receives at least one (1) additional assigned student for an entire class period will receive a proportional share of the instructional hourly rate of pay for each full class period in relation to the number of teachers who

are assigned responsbilities for those students. This compensation is provided in order to compensate for the additional preparation time required to accommodate this change in instruction.

4. **Compensation for Duty Reassignment.** An elementary licensed staff who is pulled from their assigned duty to cover a classroom for a half or full day will be compensated an additional hour, in addition to their regular salary, at the hourly rate of pay.

5. **Collaborative Approach.** All teachers are expected to use a collaborative approach in scheduling meetings with colleagues for the purpose of ensuring the provision of quality instruction and the alignment of regular education services with integrated programming, such as Title I, ELL, and special education programming. Toward that end, when scheduling meetings involving other staff members, teachers are expected to seek consensus from all participants regarding a mutually agreeable date and time for the meeting, including whether the meeting will be held before the student day, during preparation time, or after the student day. To help support this collaboration, the District will attempt to schedule common preparation times among individuals who share students when practicable.

6. **Guidelines for Regularly Scheduled Meetings.** In general, regularly scheduled meetings for all staff in a building outside of preparation time will include a weekly Professional Learning Community (PLC) meeting as well as a weekly collaboration meeting among grade levels, departments, integrated services and special education to plan and prepare instruction. Up to two faculty or building staff development meetings may be scheduled each month. Stipended positions or voluntary committees that meet on an infrequent basis are excluded from these guidelines. ~~In 2016-2017, t~~The collaboration meetings may be scheduled within the assigned planning and preparation time. IEP meetings and child study teams may be required to address the specific needs of individual students and as such, do not fall within the guidelines of Section 6.

7. **K-5 Planning and Preparation Time.** Elementary preparation time includes an additional 50 minutes of planning time per week (total of 300 minutes) for a full-time teacher. The additional time will be used to support planning and preparation for instruction, including at least one weekly meeting to collaborate and co-plan for instruction. The meetings may be rescheduled at the discretion of the assigned team with approval by the building principal.

8. **Collaboration and Professional Learning Community.** Collaboration and Professional Learning Community (PLC) meetings will be scheduled in collaboration with building leadership team factoring in team preferences as well as coordination of staff resources. Meetings may be rescheduled at the discretion of the assigned team with approval by the building principal. Teams that request to have their meetings scheduled outside the normal workday will not be eligible for any additional compensation.

9. **Review of Guidelines.** Major changes to non-student contact time resulting from schedule changes or other concerns that emerge related to preparation time will be the subject of Meet and Confer.

10. **Term.** This MOA ~~will take effect on July 1, 2023 and~~ will automatically expire on June 30, ~~2025~~ 2027 or upon ratification of the ~~2025~~2027 ~~-2027~~ 2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

11. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties relating to preparation time for teachers. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT
IMPROVEMENT PLANNING

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction;

WHEREAS, the parties desire to ensure high quality and effective implementation of program improvements;

NOW, THEREFORE, BE IT AGREED:

Richfield School District and Education Richfield agree to develop a process for reviewing program improvement efforts and implementation using an extended Meet and Confer Committee. The process for implementation will include establishing a committee which will discuss the following considerations:

1. Ensure a common understanding of what constitutes an "initiative" for purposes of this committee's review;
2. Ensure a clear process for program improvement efforts and strategies;
3. Review and discuss who is involved in various initiatives and related timing to consider impact on effective implementation;
4. Evaluate the intended and unintended consequences of each initiative;
5. Discuss effective implementation to consider needs for staff development and follow-up training and review opportunities; and
6. Review how technology can successfully support any initiatives before they are implemented.
7. Review current expectations of activities outside of the regular school day that support parent and community relationships and work to align these efforts across the organization.
8. Review current testing timelines and processes, especially as it relates to diagnostic activities at the beginning of the year, and identify ways to mitigate negative impact on instruction.

The Education Richfield President and Superintendent will identify appropriate timing and committee representation, which may vary based on items being discussed. It is agreed that the first meeting for the committee will be scheduled no later than 45 days from ratification of this agreement.

1. **Term.** This MOA will take effect immediately upon ratification of this agreement and will automatically expire on June 30, ~~2025~~ 2027 or upon ratification of the ~~2025~~2027-~~2027~~ 2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

2. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties relating to improvement planning. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT RELATED TO
EARLY CHILDHOOD FAMILY EDUCATION AND PRE-SCHOOL TEACHERS

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and Union are parties to a ~~2023-25~~ collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the District employs Early Childhood Family Education ("ECFE") and Pre-School Teachers;

WHEREAS, the District and Union wish to clarify the compensation and benefit provisions that apply to these teachers; and

WHEREAS, effective July 1, 2023, ECFE teachers are eligible to earn continuing contract rights, whereas pre-school teachers are not yet required to be licensed and thus are not covered by the Continuing Contract Law, Minn. Stat. 122A.40.

NOW, THEREFORE, the parties agree to the following:

1. The following provisions of the CBA shall apply for determining the compensation and benefits of ECFE /Pre-School teachers:

    a. Article VIII (Factors Involved in Determination of Salary)
    b. Article X (Leaves of Absence) – excluding Sections 9, 10, and 11
    c. Article XI – Grievance Procedure
    d. Article XIII – School Year
    e. Article XV – Fringe Benefits
    f. Article XVI – Salary Payment
    g. Article XVIII – Salary and Economic Welfare

2. Article XIV (School Day) will apply to Pre-School teachers. Article XIV (School Day) will apply to ECFE teachers, with the exception that the hours worked each day may not be consecutive given the nature of the ECFE program. The District will determine the schedules for ECFE teachers based on the ECFE classes offered.

3. Article IX will apply only to ECFE teachers.

4. With respect to ECFE teachers, the parties agree that the unrequested leave of absence procedures in Article X, Sections 9 and 10, of the CBA will apply with the following exceptions:

    a. Given the unique nature of ECFE teaching positions, the District may place such teachers on unrequested leave of absence effective at any time and that the July 1 deadline in Sections 9(C) and 10(C) is not applicable to ECFE teachers.
    b. A separate seniority list will be established for ECFE teachers.
    c. For purposes of Sections 9(C)(4)(d) and 10(C)(3)(c), ECFE teachers may only transfer to other ECFE teacher positions.

d. For purposes of Sections 9(D) and 10(D), ECFE teachers may only be recalled to ECFE teacher positions.

For purposes of unrequested leaves of absence, the parties agree that teachers on seniority lists other than the ECFE seniority list may not transfer to ECFE positions; the only teachers who may transfer to ECFE positions are ECFE teachers.

5. The other provisions of the CBA not listed above shall not apply to ECFE/Pre-school teachers.

6. This MOA will take effect upon ratification of the 2025-2027 CBA.
~~This MOA shall become effective on the data it is signed by both parties and shall remain in effect for the duration of the 2023-25 CBA.~~

~~6.~~

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

By _____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

By _____ Date: _____
School Board Chair

By _____ Date: _____
School Board Clerk

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Memorandum of Agreement Building Substitutes

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the District is considering hiring "Building Substitutes." It is intended that Building Substitutes would be contracted for a specific number of duty days during the school year and would cover for multiple absent teachers;

WHEREAS, Building Substitutes would differ from long-term substitutes (who are covered by Art. VII, Section 3 of the CBA) in that Building Substitutes would not substitute for only one absent teacher, but would likely substitute for many absent teachers over the course of their contracted year;

WHEREAS, Building Substitutes would differ from Reserve Teachers (who are covered by Art. VII, Section 4 of the CBA) in that Building Substitutes would be contracted for a set number of duty days for the school year, rather than working on an as-needed, short call basis.

NOW, THEREFORE, BE IT AGREED;

The pay and benefits for Building Substitutes will be established by Board Policy instead of the provisions of the CBA.

In the event a Building Substitute acquires continuing contract rights pursuant to Minnesota Statutes section 122A.40, the Building Substitute's unrequested leave of absence ("ULA") rights shall be as follows:

The Building Substitute shall not be able to use seniority to bump another teacher, claim a vacancy, or require a realignment of positions.

Once placed on ULA, the Building Substitute shall not have recall rights.

The provisions of Section 2 of this MOA shall constitute and be a part of the ULA plan contained in Article X, Sections 9-13 of the CBA, which has been negotiated pursuant to Minnesota Statutes section 122A.40, subdivision 10.

Building Substitutes shall not be covered by the CBA, except to the extent provided above in Section 2 of this MOA.

1. ~~Term.~~ This MOA will take effect upon ratification of the 2025-2027 CBA.

~~This MOA will take effect immediately upon ratification of the CBA and will automatically expire on June 30, 2025 or upon ratification of the~~

~~2025-27 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.~~

Entire Agreement. This MOA and the CBA constitute the entire agreement between the parties relating to Building Substitutes. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

By _____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

By _____ Date: _____
School Board Chair

By _____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT
LANE CHANGE CREDITS

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote professional development that is rigorous and aligned with organizational goals, including compensation for lane change credits; and

WHEREAS, the parties desire to ensure high quality and effective implementation of instructional practices and curriculum delivery.

NOW, THEREFORE, BE IT AGREED:

Richfield School District and Education Richfield agree to develop a process for reviewing professional development coursework which is compensated through lane change credits on the salary schedule using an extended Meet and Confer Committee. The process for implementation will include establishing a committee which will discuss programs of study that are available for lane change credits as well as other professional development methods for earning lane change credits and developing guidelines for approval. Items for discussion may include, but not be limited to, the following:

1. Identify external graduate degree programs or coursework that meet or do not meet eligibility requirements for lane change credits.
2. Identify alternative professional development opportunities that may not be eligible for graduate degree gredits, but meet the rigor and alignment to organizational goals to be eligible for lane change credits.
3. Review alternative licensure programs such as licensure via portfolio and develop criteria, if appropriate, for consideration for potential lane change credits.
4. ~~Develop~~ Review and maintain the District ~~a~~ clearinghouse of resources to support selection of available programs.
5. Identify internal professional development programs that may be eligible for board credits.

The Education Richfield President and Superintendent will identify appropriate timing and committee representation, which may vary based on items being discussed. It is agreed that the first meeting for the committee will be scheduled no later than 45 days from ratification of this agreement.

Any recommendations from the committee will be subject to review and approval of the Superindent or administrative designee as it relates to review and approval of lane change credits.

2. **Term.**
3. This MOA will take effect immediately upon ratification of this agreement and will automatically expire on June 30, 2027 or upon ratification of the 2027-2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

~~This MOA will take effect immediately upon ratification of this agreement and will automatically expire on June 30, 2025 or upon ratification of the 2025-2027 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.~~

~~3.~~4.

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~~4.~~5. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties as it relates to formation of this committee. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

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IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT
REGARDING DUE PROCESS PAPERWORK

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield Public Schools ("District"), and Education Richfield ("Union").

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the terms and conditions of employment for the District's teachers;

WHEREAS, the parties desire to develop guidelines for additional paid time or alternative scheduling for special education teachers for completion of required due process paperwork; and

WHEREAS, this MOA documents the parties' agreements related to when special education teachers can receive additional pay for working on required due process paperwork outside of the contract day.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOA, the District and the Union agree as follows:

1. Special education teachers may submit time sheets for up to 16 (sixteen) additional hours of pay if they spend time outside of the contract day working on required due process paperwork for students they serve (for example, drafting evaluation reports, individualized education programs (IEPs), and progress reports) during the assigned work year. If teachers attend due process nights sponsored by the District to work on due process paperwork, the time they are present at those sessions is included in the sixteen additional hours of pay. Additional time may be requested and granted based on caseload needs. Such requests must be submitted to the Director of Special Education and is subject to approval solely within the District's discretion. Teachers must submit timesheets prior to June 15th in order to receive pay for any additional hours for that school year. (For example, for the ~~2023-24~~2025-2026 school year, timesheets must be submitted by June 15, ~~2024~~2026.) No additional pay will be provided for attendance at IEP team meetings.

2. The District will pay the instructional rate in D.1. of Appendix D for any additional hours worked in accordance with this MOA.

3. Special education teachers may request alternative schedules for conferences in order to accommodate IEP meetings that are not able to be held during conference time and are required to be held outside of the normal work day. They must coordinate with the building principal and special education lead teacher for appropriate scheduling and approval, which is solely within the District's discretion, and will be required to document the meeting schedules that are requested for this scheduling alternative.

4. In addition to No. 1 above, special education teachers may request to be released from part of their daily assignment to complete required due process paperwork. In general, the time released from the daily assignment will be limited to 8 hours per school year, but this may be extended based on caseload needs and reserve teacher availability. They must coordinate with the building principal and special education lead teacher for appropriate scheduling and approval, which is solely within the District's discretion, and perform the work on-site. If there is a shortage of substitute teachers

because of the overall number of teacher absences, the released time may be rescheduled for a later date or time.

5. The parties mutually understand that the time allocated as part of this MOA may not fully account for the time necessary to complete the due process paperwork, meeting schedules and requirements for special education teachers and that this MOA has no impact on teachers' responsibilities to fulfill those requirements.

6. This MOA reflects the entire agreement between the Union and the District related to additional pay for due process paperwork. No party has relied on any understanding or promise that is not stated in this MOA. This MOA controls to the extent that it conflicts with the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

5. This Agreement will remain in effect for the duration of the CBA and will automatically sunset when a successor agreement to the CBA is ratified by both parties.

FOR THE UNION:	FOR THE DISTRICT:
_____	_____
_____	_____
Date: _____	Date:_____

MEMORANDUM OF AGREEMENT
REGARDING EARNED SICK AND SAFE TIME

WHEREAS, Education Richfield is the exclusive representative for the teachers employed by Independent School District No. 280, Richfield ("District");

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") for the period of July 1, 2023 through June 30, 2025;

WHEREAS, Article X, Section 1 of the CBA outlines how teachers earn and use sick leave;

WHEREAS, effective January 1, 2024, Minnesota's earned sick and safe time ("ESST") law requires employers to provide paid leave to employees who work in the state consistent with Minnesota Statutes sections 181.9445 through 181.9448; and

WHEREAS, the purpose of this Agreement is to document the District's and the Union's agreement with respect to earned sick and safe time in relation to Article X, Section 1 of the CBA.

NOW THEREFORE, the District and the Union agree as follows:

1. **Advanced and earned.** For both full-time and part-time teachers, advanced ESST days are advanced by the District at the beginning of the school year and actually earned over the course of the school year.

2. **Earned Sick and Safe Time Required by Law.** A portion of the sick leave days provided to teachers at the beginning of the school year pursuant to Article X, Section 1 will be designated by the District as ESST hours required by Minnesota Statutes sections 181.9445 through 181.9448, as amended, and advanced to teachers before it is earned over the course of the school year as follows:

    a. **Full-time Teachers.** For full-time teachers, eighty (80) hours of the sick leave advanced by the District at the beginning of the school year will be designated as ESST hours. Hours not designated as ESST hours will be designated as non-ESST sick leave.

    ESST hours not used by teachers before July 1 will be placed in the teacher's non-ESST sick leave bank.

    b. **Part-time Teachers.** For part-time teachers and full-time teachers who start after the beginning of the school year, the District will prorate the eighty (80) hours of ESST designated leave based on the teacher's FTE status as necessary to ensure the teacher is receiving one (1) hour of advanced ESST time for every thirty (30) hours the teacher is expected to work over the course of the school year. If a part-time teacher accepts a position with increased hours over the course of the school year, the District will adjust the prorated ESST-designated leave and advance additional ESST time to the extent necessary to ensure the teacher will earn the minimum amount of ESST time required by law.

For part-time teachers who will not receive eighty (80) hours of ESST on July 1, ESST hours not used by teachers before July 1 will carry over to the next school year, up to a maximum of eighty (80) hours of ESST.

For part-time teachers who have accumulated the maximum of eighty (80) hours of ESST, any additional sick leave to which they are entitled under the CBA will be designated as non-ESST sick leave.

In the event the District's procedure for advancing sick leave results in a situation where a part-time teacher has not been advanced sufficient leave to meet the minimum statutory requirements for accruing ESST hours in one year, the teacher will be allowed to use leave in the teacher's accumulative sick leave bank for the purposes outlined in Minnesota Statutes section 181.9447, as amended, only to the extent necessary to comply with the minimum standards set forth by law. Once the teacher has received sufficient leave to meet the minimum legal requirements for ESST through a combination of accumulated ESST hours and leave from the accumulative sick leave bank, the teacher may only use the teacher's accumulative sick leave bank for the purposes set forth in paragraph 3 of this MOA.

c. **Use of ESST.** ESST-designated hours provided pursuant to this paragraph 2 may be used for any ESST-qualifying reason outlined in Minnesota Statutes section 181.9447, as amended.

d. **ESST Hours Must be Used before Sick Leave.** A teacher must use accumulated ESST hours before using non-ESST sick leave.

e. **Use of ESST Hours as Discretionary Leave.** A full-time teacher may use up to twenty-four (24) hours of ESST leave in one school year for personal leave in accordance with Article X, Section 3 of the CBA. A part-time teacher may use a pro-rated amount of ESST hours in one school year for the personal leave to which they are entitled under Article X, Section 3 of the CBA.

f. **Year measurement.** The year the District uses to measure ESST compliance will run from July 1 to June 30.

g. **Early separation.** A teacher who separates from employment prior to the end of the school year will be required to pay back any used, but unearned ESST-designated leave. The District may recover the amount owed by the teacher through payroll deduction.

3. **Use of Non-ESST Sick Leave.** The District will only provide ESST-designated leave to the minimum extent required by law. A teacher may only use sick leave that is not designated as ESST time under this MOA as follows: (1) for absences as allowed by Article X, Section 1(I)–(J); and (2) for absences as allowed by the remainder of the CBA.

4. Medical Certificate. Article X, Section 1(K) of the CBA is modified as follows:

To the extent provided by law, the School District may require a teacher to furnish a medical certificate from a licensed medical professional as to evidence of illness, medical condition (e.g. childbirth), or accident, indicating such absence as was due to illness or injury, to qualify for sick leave pay. Such medical certificate may pertain to the teacher, child, or other individual as appropriate to the Division of Section 1 cited in the leave request. To the extend provided by law, any leave of five or more consecutive days of absence or intermittent days required to care for the same medical condition within the same school year will require a medical certificate from a licensed medical provider. The final determination as to the eligibility of a teacher for sick leave is reserved to the School District. In the event that a medical certificate will be required for unrelated intermittent leave, the teacher will be so advised.

5. Duration. This Agreement will remain in effect for the duration of the CBA and will automatically sunset when a successor agreement to the CBA is ratified by both parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

_____ Date: _____
Union President

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

MEMORANDUM OF AGREEMENT
REGARDING PHYSICAL THERAPISTS
AND OCCUPATIONAL THERAPISTS

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield Public Schools ("District"), and Education Richfield ("Union"). The District and the Union are collectively referred to as "the parties."

WHEREAS, the District and the Union are parties to a 2025-2027 collective bargaining agreement ("CBA") governing the negotiated terms and conditions of employment for teachers employed by the District;

WHEREAS, the Public Employment Labor Relations Act ("PELRA") (Minn. Stat. § 179A.03, subd. 18(2)) includes a physical therapist and an occupational therapist in the definition of "teacher";

WHEREAS, as a result, physical therapists and occupational therapists are included in the teachers' bargaining unit and are entitled to the benefits provided by the CBA;

WHEREAS, neither a physical therapist nor an occupational therapist is considered a "teacher" for purposes of the continuing contract law (Minnesota Statutes section 122A.40); and

WHEREAS, the parties desire to set forth the probationary period that a physical therapist and an occupational therapist must serve.

NOW, THEREFORE, the parties agree as follows:

1. **Probationary period.** A physical therapist and an occupational therapist will serve a three-year probationary period. The school board may or may not renew a physical therapist's or an occupational therapist's annual probationary contract as the board sees fit, provided the District gives notice of non-renewal before July 1. During the probationary period, the school board may discharge a physical therapist or an occupational therapist for cause, effective immediately. If a probationary physical therapist or occupational therapist is discharged effective immediately, the employee may request a hearing within ten days of notice of the immediate discharge. If a probationary physical therapist or occupational therapist requests a hearing, the school board will appoint a hearing officer to conduct the hearing.

2. **No continuing contract rights.** Because neither a physical therapist nor an occupational therapist is a "teacher" as defined by Minnesota Statutes section 122A.40, they are not eligible for continuing contract rights or any other rights under section 122A.40. After the probationary period, the District can discharge a physical

therapist or an occupational therapist for just cause, and such discipline is subject to the grievance procedures in the CBA.

EDUCATION RICHFIELD

_____ _____
UNION REPRESENTATIVE NAME Date

INDEPENDENT SCHOOL DISTRICT 280,
RICHFIELD PUBLIC SCHOOLS

By _____ _____
School Board Chair Date

By _____ _____
School Board Clerk Date

MEMORANDUM OF AGREEMENT
RELATED TO FLEXIBILTY IN TAKING LEAVE TIME

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers; and

WHEREAS, the parties desire to develop a process for allowing teachers more flexibility in using leave time in increments of less than a half day.

NOW, THEREFORE, THE PARTIES AGREE THAT:

1. Absences that require a substitute must be entered in either half-day or full-day increments.
2. Any arrangement for teacher-to-teacher coverage during the duty day must be agreed upon in advance and approved by the principal.
3. A committee will be established to discuss a process and procedures for scenarios where the absence is less than one-half (½) day or a partial day greater than one-half (1/2) day but less than a full-day and a substitute may or may not be required for the absence. Items for discussion may include, but not be limited to, the following:

    *The process for the principal to approve such arrangements;
    *The procedure for how the absence will be entered into the District's leave system;
    *The minimum amount of time for which such increments can be approved;
    *The process for Human Resources to be involved in the monitoring of such use of leave;
    *The process for the District to track the total amount of leave time used by a teacher; and
    *The monitoring of the use of leave periods for a period of less than a half-day to analyze the impact of shorter leave periods on the continuity of the provision of educational services.

The Education Richfield President and Superintendent will identify appropriate timing and committee representation, which may vary based on items being discussed. It is agreed that the first meeting for the committee will be scheduled no later than 45 days from ratification of this agreement.

Any recommendations from the committee will be subject to review and approval of the Superintendent or administrative designee as it relates to more flexibility in using leave time.

3. **Term.** This MOA will take effect immediately upon ratification of the 2025-27 agreement and will automatically expire on June 30, 2027 or upon ratification of the 2027-2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

4. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties as it relates to formation of this committee. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

Union President Date

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

Board Chair Date

Board Clerk Date

MEMORANDUM OF AGREEMENT

MEET AND CONFER

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction; and
WHEREAS, the parties recognize that supporting a positive and product work environment for staff requires engaging multiple perspectives to address work issues
NOW, THEREFORE, BE IT AGREED that the following topics and goals be discussed during Meet and Confer:

1. **Engagement Responsibilities Outside of Normal Work Day Hours.** Define and align expectations of staff for parent and community engagement which requires assigned hours outside of the normal work day.

2. **Major Changes in Schedules or Programming.** Review academic program or schedule changes which may be considered for future years.

3. **School Calendar Planning.** Identify potential changes to the school calendar to ensure efficient and effective use of time as well as opportunities to gather perspectives.

4. **Other Items.** Discuss other items as mutually agreed upon by the President of Education Richfield and Richfield Public Schools Chief Human Resources and Administrative Officer.

5. **Term.** This MOA will take effect upon ratification of the 2023-2025 CBA.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA.

UNION

Lee Herman
Union President

Date: 3/20/2024

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

Pamela J Wolle
School Board Chair

Date: 3/18/2024

Trent K Pelle
School Board Clerk

Date: 03/18/2024

MEMORANDUM OF AGREEMENT

MEET AND CONFER/STATUTORY CHANGES

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction; and

WHEREAS, the State of Minnesota has identified adult-to-student ratios in classrooms, student testing and student-to-personnel ratios as mandatory subjects of bargaining; and

WHEREAS, the parties recognize that these mandatory subjects of bargaining are integral to the operations of the District and student success; and

WHEREAS, the parties recognize that it requires time to fully understand the impacts of program and staffing changes in relation to the work of the District

NOW, THEREFORE, BE IT AGREED that a committee of Education Richfield and District Leadership will be formed to review the following topics and goals be discussed as part of a Meet and Confer process:

1. **Current adult-to-student ratios in the classrooms, student testing, and student-to-personnel ratios.**

2. **Potential changes to these items as they are reviewed in light of budgetary or program needs.**

Term. This MOA will take effect upon ratification of the 2023-2025 CBA.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA.

UNION

Lee Herman
Union President

Date: 3/20/2024

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

Paula Y Lee
School Board Chair

Date: 3/18/2024

Trust K Pfl
School Board Clerk

Date: 03/18/2024

MEMORANDUM OF AGREEMENT
REGARDING E-LEARNING DAY PLANS

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield Public Schools ("District") and Education Richfield ("Union").

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the terms and conditions of employment for the District's teachers;

WHEREAS, the District has developed e-learning day plans for its early learning/elementary schools, middle school, and high school; and

WHEREAS, Minnesota Statutes section 120A.414, subdivision 2, obligates the District to meet and negotiate with the Union regarding the District's proposed e-learning day plans before adopting those plans.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOA, the District and the Union agree as follows:

1. The District's proposed e-learning day plans are attached hereto and incorporated herein by reference.

2. The District and the Union met and bargained over, and the Union is agreeable to, the attached e-learning day plans.

3. The District and the Union agree to meet and confer regarding any substantive changes to any of the e-learning day plans. Substantive changes are changes that impact a teacher's work hours, student contact hours, and/or preparatory time.

4. This MOA reflects the entire agreement between the Union and the District relating to e-learning day plans. No party has relied on any understanding or promise that is not stated in this MOA. This MOA controls to the extent that it conflicts with the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

FOR THE UNION:

Lee Herman

Lee Herman

Date: 10/17/23

FOR THE DISTRICT:

Craig D. Hafer

Date: 10/17/23

The first weather-related closure of each year will serve as a planning day for teachers to prepare for e-learning. On the planning day, teachers should review the schedule and resources below. The e-learning plan below will be followed on subsequent days on which school is not able to be held in person due to inclement weather.

Richfield Early Learning/Elementary School Weather-Related E-Learning Schedule

Staff Schedule and Communication

Staff option to work from home

E-Learning Schedule		
Morning Meeting	8:00-8:15 (15-20 min.)	Morning Meeting Synchronous Check-In via Google Meet • This time is optional for students. It should be used to provide a check in if students have devices available and an overview of the choice board.
Office Hours	8:15-9:00 (45 min.)	Open Office Hours via Google Meet • When working through the asynchronous choice board activities, students can log into any teacher's office hours to ask questions or connect with any teachers.
Choice Board Work Time	9:00-2:15	Early Learning (Preschool, ECSE 3-5, and ECFE) Choice Board K-5 Choice Boards • Teachers are available to support students learning via email and Seesaw. • During choice board work time, teachers will work on unit/lesson planning, update gradebooks and provide feedback on student work, contact families, and/or meet with teams/other staff members as needed.
Office Hours	2:15-3:00 (45 min.)	Open Office Hours via Google Meet • Students can log into any teacher's office hours to ask questions or connect with any teachers.

Morning Meeting Check-in Guidelines:

- Classroom teachers will provide a Google Meet link for Morning Meeting and office hours on their choice menu cover page and post it on Seesaw and ParentSquare. Early learning teachers should create a google meet link for both morning and afternoon classes. Each Google Meet link has a phone number to dial in as an option, with a code to join, in case a family doesn't have a device.
- Teachers will open the Google Meet by 8:00 a.m. and keep it open until at least 8:15 am.
- Classroom teachers are responsible for recording student daily attendance in Synergy. Students should be marked present unless they have reported an absence via the attendance line.
- Teachers will review choice board activities with students who attend Morning Meeting.

Office Hours Guidelines

- Classroom teachers will log onto the same Google Meet used for Morning Meeting from 8:15 to 9:00 a.m. and 2:15 to 3:00 p.m.

- Other teachers (i.e., EL, Intervention, Spec. Ed., specialists) should create an office hour meet link and share it with classroom teachers by 7:30 so they can be added to the choice board copy posted on Seesaw and ParentSquare.
- Teachers may use this time to contact students who did not attend Morning Meeting or who may need extra support.

Choice Board Guidelines:

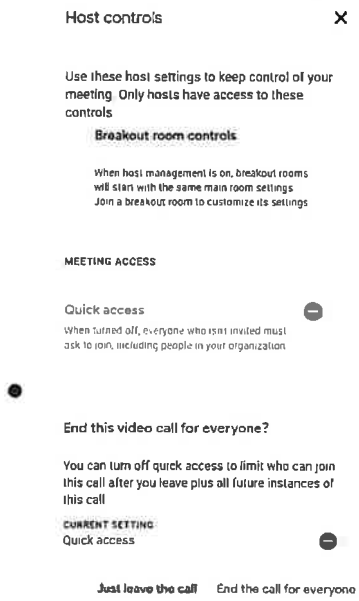
- Elementary classroom teachers should make a copy of their grade level choice board and add contact information and office hour google meet links prior to posting it on Seesaw and ParentSquare.
- Classroom teachers will post their choice board in Seesaw as an announcement and send via Parent Square no later than 8:00 a.m.

Additional Staff information:

- Teachers: Teachers may work from home and will provide distance/e-learning as specified above.
- Paras: Teachers who supervise early learning paras will instruct them to communicate with families, prepare for google meetings, reach out to families, or prepare lessons (classroom teachers will make these duties clear).
- ECSE B-3 Teachers: ECSE B-3 teachers will offer virtual home visits via Google meet or phone call instead of in-person visits.
- ECSE 3-5 Teachers: ECSE 3-5 teachers can offer parent phone calls or coaching if students are not able to join a morning meeting. B-3 will plan with Amber Lampron to offer virtual options depending on the situation.
- Support: If you need instructional support please contact your math or literacy coach.
- ECFE-Family School Teachers: ECFE families do not get district emails so they will get a message from Early Learning about these days. Offer a synchronous Google Meet at the time of your class to connect with families. All teachers should join the meet; there is no need to separate. Connect via phone, email or text with all families who do not join the synchronous meeting and send out the Early Learning Choice Board provided above.

Teacher Resources

Language Resources	**Contact Information**	**Instructional Support**
Translation and Interpretation Resources	How to call using Google Voice - we have a limited number of GV licenses. How to create a GoogleMeet: ←Watch this • **DO NOT USE NICKNAMED MEETS** • Google Meet- more information • Be sure to turn off quick access. • Be sure to choose *End the call for everyone* at the end of the Meet. 	Literacy Coaches CENT: Amy Sobraske RDLS: Sarah Egberg RSTEM: Alison Pichel SH: Jen Bayley Math Coaches CENT & RSTEM: Terry Meryhew RDLS & SH: Amy Ponce

	 How to create and post a message in Seesaw ParentSquare How-Tos	
Technology Submit a Help Desk ticket (located in RPS Staff Portal), contact the IT Help Desk at 612-798-6050, or email support@richfieldpublicschools.samanage.com.	**Choice Boards** Early Learning (Preschool, ECSE 3-5, and ECFE) Choice Board K-5 Choice Boards	**Seesaw/Synergy/Other Tech Support** Ken Friel (District Digital Learning Coach)

Richfield Early Learning/Elementary School Weather-Related E-Learning Schedule

Student and Parent Schedule and Communication
Posted on website at https://www.richfieldschools.org/academics/distance-learning

E-Learning Schedule		
Morning Meeting	8:00-8:15 (15-20 min.)	Morning Meeting Synchronous Check-In via Google Meet • This time is optional. Teachers will check-in with students and go over the choice board activities. If your child does not have access to a device, they should begin working on their choice board.
Office Hours	8:15-9:00 (45 min.)	Open Office Hours via Google Meet • When working through the asynchronous choice board activities, students can log into any teacher's office hours to ask questions or connect with any teachers.
Choice Board Work Time	9:00-2:15	Choice Board • Teachers are available to help students with their choice boards or answer questions via email and Seesaw.
Office Hours	2:15-3:00 (45 min.)	Open Office Hours via Google Meet

Technology Support Helpdesk 612-798-6050 **WiFi availability in the community :** Augsburg Park Library	**Administrators** Central: Amy Skare-Klecker (x3001); Jenelle Bullen (x3006) Centennial: Colleen Mahoney (x6801) RDLS: Marta Shahsavand (x 6701) RSTEM: Kelly Woods (x6601); Ryan Meulemans (x6603) Sheridan Hills: Nancy Stachel (x6901)
Outreach Workers Central: Shirley Bartlett (x3054), Centennial: Ryan Anderson (x6852), Analy Hernandez Xochipiltecatl (x6804) RDLS: Carlos Balbuena Rendon (x6726) RSTEM: Yasmin Clara (x6655) SH: Eunice Garza (x6978)	**Social Workers** Central: Melissa Schramm (x3027) Centennial: Phil Rooney (x6841) RDLS: Karen Slaght (x6790); Brit Eisele (x6790) RSTEM: Jennifer Alfaro-Glover (x6661); Lauren Buxton (x6742) SH: Alissa Peanasky

The first weather-related closure of each year will serve as a planning day for teachers to prepare for e-learning. On the planning day, teachers should review the schedule and resources below. The e-learning plan below will be followed on subsequent days on which school is not able to be held in person due to inclement weather.

Richfield Middle School e-Learning/Distance Learning Schedule

Staff Schedule and Communication

Staff option to work from home

e-Learning/Distance Learning Schedule		
Advisory	8:40-9:30	Advisory Synchronous Check-In via Google Meet • Advisory Teachers will share one Google Meet link for the whole class, then break out into two groups. Advisory teachers will determine in advance who will create and share the whole group Google Meet link. • This time should be used to prepare students for the distance day and should involve some sort of check in
Office Hours	9:35 - 10:40	Open office hours for all teachers - via Google Meet
Asynchronous Lesson Worktime	10:45 - 3:30	Students work asynchronously on assignments in Schoology -Teachers available to support students learning via email and Schoology -Advisory teachers outreach to **Advisory students** who did not attend Advisory via email, schoology message, Google Meet, Google Voice or your classroom phone **(DO NOT USE PERSONAL PHONE OR EMAIL ACCOUNTS)** **During asynchronous lesson worktime, teachers will** **-Work a full contract day** **-Develop curriculum/assessments** **-Update gradebooks and provide feedback on student work** **-Contact families** **-Communicate with check and connect students** **-Meet with teams (park teams, department teams, grade-level teams)**

Synchronous Advisory Check-in Advisor Guidelines:

- **Advisory Logistics:**
  - Advisors will post a Google Meet link at the top of the Schoology page (outside of any folders) for a synchronous check-in with their Advisory students.
  - Advisors will open the google meet by 8:35 am and keep it open until at least 9:30 am.
  - Advisory teachers are responsible for recording student daily attendance in Synergy.
    - Students who do not log in at any point during this synchronous session should be marked "absent" in Synergy.
    - **If a student checks in with you later on in the day, please adjust the student's attendance from absent to present.**
- **Lesson Guidelines:**

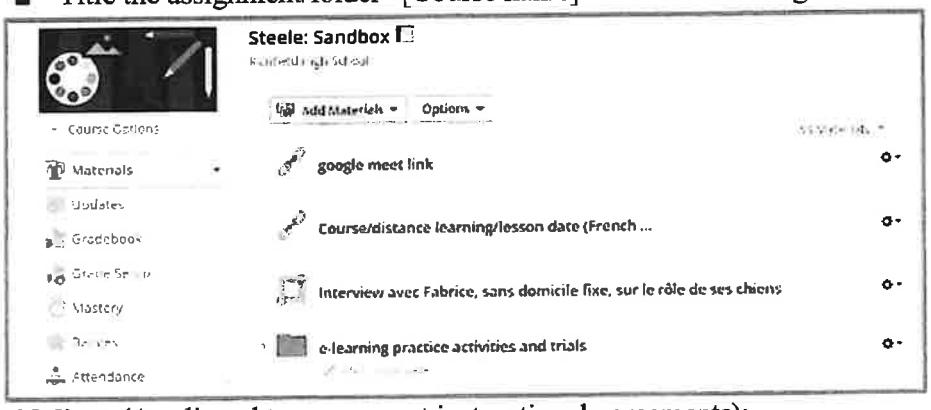
- During the synchronous check-in, advisors should use this time to connect with Advisory students to ensure they have what they need for the day and that they understand what needs to be done and what supports exist.

Office Hours Guidelines

- Teachers will be logged onto the same Google Meet link from 9:35 am to 10:40 am.
- Teachers may use this time to contact Advisory students who did not attend the synchronous Advisory session as available.

Asynchronous Lesson

- Posting Logistics
  - Teachers will post the **ungraded asynchronous assignment by 8:00 am** on the day of e-learning/distance learning (DO NOT SHARE THIS IS UNGRADED WITH STUDENTS)
    - The lesson should be posted at the top of the page *below* the Google Meet Link (not in an existing unit folder). Please review the Schoology Course Organization Expectations to ensure consistency across classes.
    - Title the assignment/folder "[Course name] Distance Learning Lesson for [date]"



- **Lesson Guidelines** (As aligned to our current instructional agreements):
  - **Length:** The **ungraded** lesson should take no longer than 20 minutes for a student to complete.
  - **Teaching Point:** Include a clear learning target connected to an essential standard. Provide clear success criteria.
  - **Clear Lesson:** The brief lesson should include a slide deck, YouTube video, screencast, or text overview.
  - **Guided Practice:** Provide relevant practice or reflection opportunities. The ungraded activity should be accessible to students and not require parent support.
  - **Closure:** The lesson should include an opportunity for reflection and **ungraded** formative assessment.

Teacher Resources

Language Resources	**Contact Information**	**Instructional Support**
Translation and Interpretation Resources	How call using Google Voice How to create a Google Meet	Katie Stephens (Instructional) Sarah Holm (Social Studies) Andy Root (Math) Laura McClendon (Science) Amy Frank (ELA)

Technology	Lesson/Student Learning	Schoology / Synergy Support
Submit a Help Desk ticket (located in RPS Staff Portal), contact the IT Help Desk at 612-798-6050, or email support@richfieldpublicschools.samanage.com.	Asynchronous hyperdoc template	Sarah Holm (RMS Tech Lead) Ken Friel (District Digital Learning Coach) ken.friel@rpsmn.org

Richfield Middle School Distance Learning Student Schedule

Student and Parent Schedule and Communication

	Distance Learning Schedule
8:40-9:30	**Advisory Synchronous Check-In** • Student will join Advisory teacher's Google Meet (link will be at the top of their Advisory schoology page) to check in for the day and get any important announcements • If a student misses check-in, they should contact their Advisory teacher before 3:30 pm to be marked present for the day.
9:35 - 10:40	**Open Office Hours for All Teachers** • When working through the asynchronous assignments posted on each class's schoology, student can log into any teacher's office hours to ask questions or connect with any teachers
10:45 - 3:30	**Asynchronous student work time** • Teachers are available via email and Schoology • Complete the asynchronous lesson for each of your classes by the end of the day to the best of your ability. • Email your teacher(s) with any assignment-specific questions you might have.

Synchronous - Advisory will meet at the same time via Google Meet

Asynchronous - Courses will not meet at the same time, but students will check out assignments posted for each course in schoology.

Student Support

Technology Support	Social Workers	Grade Level Counselor
Helpdesk 612-798-6050	Joseph Corcoran Nicki Keen Dawolo	Karen Scott Toby Bergland
Outreach	**Administrators** Erica Barlow (Principal)	**WiFi availability in the community**

Jose Antonio Montejo Magana Massiel Gonzalez	David Freeburg (Assistant Principal) Ashley Schaefer (Assistant Principal) Gatha Tara Howard-Felician (Dean)	Augsburg Park Library

Horario de estudiantes de aprendizaje a distancia de Richfield Middle School

Horario y comunicación de padres y estudiantes

	Horario de Aprendizaje a Distancia
8:40-9:30	**Junta Sincronizada Con Su Maestro Asesor** • El estudiante se unirá a Google Meet con el Maestro de asesoramiento (el enlace estará en la parte superior de su página de Schoology de asesoramiento) para registrarse para el día y recibir informacion importantes • Si un estudiante no se registra, debe comunicarse con su maestro asesor antes de las 3:30 p. m. para que se le marque como presente ese día.
9:35 - 10:40	**Horario de Oficina Abierto Para Todos Los Maestros** • Al trabajar en las tareas asincrónicas publicadas en Schoology de cada clase, el estudiante puede iniciar sesión en el horario de oficina de cualquier maestro para hacer preguntas o conectarse con cualquier Maestro.
10:45 - 3:30	**Tiempo de trabajo del estudiante asíncrono** • Los maestros están disponibles por correo electrónico y Schoology • Complete la lección asíncrona para cada una de sus clases al final del día lo mejor que pueda. • Envíe un correo electrónico a su (s) maestro (s) con cualquier pregunta específica de la tarea que pueda tener.

Sincronico - El asesor se reunirá al mismo tiempo a través de Google Meet

Asíncrono - Los cursos no se reunirán al mismo tiempo, pero los estudiantes consultarán las tareas publicadas para cada curso en Schoology.

Soporte tecnológico

Soporte Tecnológico	**Trabajador Sociale**	**Consejero por Grado**
Helpdesk 612-798-6050	Joseph Corcoran Nicki Keen Dawolo	Karen Scott Toby Bergland

Outreach Jose Antonio Montejo Magana Massiel Gonzalez	**Administradores** Erica Barlow (Principal) David Freeburg (Assistant Principal) Ashley Schaefer (Assistant Principal) Gatha Tara Howard-Felician (Dean)	**Disponibilidad de Wifi en la comunidad** Augsburg Park Library

The first weather-related closure of each year will serve as a planning day for teachers to prepare for e-learning. On the planning day, teachers should review the schedule and resources below. The e-learning plan below will be followed on subsequent days on which school is not able to be held in person due to inclement weather.

Richfield High School E-Learning Schedule

Staff Schedule and Communication

Staff option to work from home

E-Learning Schedule		
AIR Pod Advisory	8:40-9:30	AIR Pod/Advisory Synchronous Check-In via Google Meet
Office Hours	9:30-10:30	Open office hours for all teachers
Asynchronous Lesson Worktime	10:30-3:30	Students work asynchronously on assignment in Schoology -Teachers available to support students learning via email and Schoology -Teacher outreach to **AIR Pod students** who did not attend AIR Pod/Advisory via email, schoology message, Google Meet, Google Voice or your classroom phone **(DO NOT USE YOUR PERSONAL PHONE OR EMAIL ACCOUNTS)**

AIR Pod Synchronous Check-in Advisor Guidelines:

- **Advisory Logistics:**
  - Advisors will post a Google Meet link at the top of the Schoology page (outside of any folders) for a synchronous check-in with their AIR Pod/Advisory students.
  - Advisors will open the google meet by 8:35 am and keep it open until at least 9:30 am.
  - AIR Pod/Advisory teachers are responsible for recording student daily attendance in Synergy.
    - Students who do not log in at any point during this synchronous session should be marked "absent" in Synergy.
    - **If a student checks in with you later on in the day, please adjust the student's attendance from absent to present.**
- **Lesson Guidelines:**
  - During the synchronous check-in, advisors should use this time to connect with AIR Pod/Advisory students to ensure they have what they need for the day and that they understand what needs to be done and what supports exist.
  - Lesson Resources
    - RHS Virtual Support Space
    - Conscious Discipline Deep Breathing Techniques
    - Conscious Discipline How Do You Feel Chart?

Office Hours Guidelines

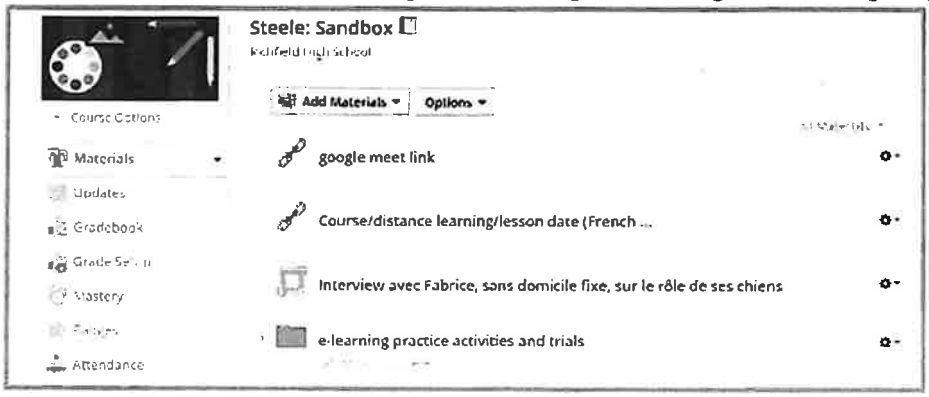
- Teachers will be logged onto the same Google Meet link from 9:30 am to 10:30 am.
- Teachers may use this time to contact AIR Pod/Advisory students who did not attend the synchronous AIR Pod session as available.

Additional Information

Department PLCs may choose to conduct their monthly PLC meeting virtually in place of their regularly scheduled meeting date and time. PLC facilitators should communicate the meeting time and virtual access link to building administration and instructional coach

Asynchronous Lesson

- Posting Logistics
  - Teachers will post the **ungraded asynchronous assignment by 8:00 am** on the day of E-Learning
    - The lesson should be posted at the top of the page *below* the Google Meet Link (not in an existing unit folder). Please review the Schoology Course Organization Expectations to ensure consistency across classes.
    - Title the assignment/folder "[Course name] E-Learning Lesson for [date]"



- **Lesson Guidelines** (As aligned to our current instructional agreements):
  - **Length:** The **ungraded** lesson should take no longer than 20 minutes for a student to complete.
  - **Teaching Point:** Include a clear learning target connected to an essential standard. Provide clear success criteria.
  - **Clear Lesson:** The brief lesson could include a slide deck, YouTube video, screencast, or text overview.
  - **Guided Practice:** Provide relevant practice or reflection opportunities. The ungraded activity should be accessible to students and not require parent support.
  - **Closure:** The lesson should include an opportunity for reflection and **ungraded** formative assessment.

Teacher Resources

Language Resources Translation and Interpretation Resources	**Contact Information** How to create a Google Meet (may call from the meet)	**Instructional Support** Amy Hager (Instructional) amy.hager@rpsmn.org Sarah Streitz (Math) sarah.streitz@rpsmn.org
Technology Submit a Help Desk ticket (located in RHS Staff Portal), contact the IT Help Desk at 612-798-6050, or	**Lesson/Student Learning** Asynchronous hyperdoc template	**Schoology / Synergy Support** Matt Caruso (RHS Tech Lead) matt.caruso@rpsmn.org

email support@richfieldpublicschools.samanage.com.		Ken Friel (District Digital Learning Coach) ken.friel@rpsmn.org

Richfield High School E-Learning Student Schedule

Student and Parent Schedule and Communication

	E-Learning Schedule
8:40-9:30	**AIR Pod/Advisory Synchronous Check-In** • Student will join Advisory teacher's Google Meet (link will be at the top of their AIR Pod advisory schoology page) to check in for the day and get any important announcements • If a student misses check-in, they should contact their AIR Pod/Advisory teacher before 3:30 pm to be marked present for the day.
9:30-10:30	**Open Office Hours for All Teachers** • When working through the asynchronous assignments posted on each class's schoology, student can log into any teacher's office hours to ask questions or connect with any teachers
10:30-3:30	**Asynchronous student work time** • Teachers are available via email and Schoology • Complete the asynchronous lesson for each of your classes by the end of the day to the best of your ability. • Email your teacher(s) with any assignment-specific questions you might have.

Synchronous - AIR Pod/Advisory will meet at the same time via Google Meet
Asynchronous - Courses will not meet at the same time, but students will check out assignments posted for each course in schoology.

Student Support

Technology Support Helpdesk 612-798-6050	**Social Worker** Lauren Buxton (x6126) Jill Carlton 612-405-8412 Mason Davies 612-798-6126	**Grade Level Counselor** Ms. Kelley (x6113)- 9 Ms. Linde (x6121)- 10 Ms. Jastrow (x6122)- 11 Ms. Okey (x6123)- 12
Outreach Ms. Meza (x6276) (Spanish) TBD (x6186) (Somali) Ms. Weaver (x 6025) (Indigenous/First Nations)	**Administrators** Principal Collins (x6101) Assistant Principal Flucas (x6111) Assistant Principal Dr. Vala (x6103)	**WiFi availability in the community** Augsburg Park Library

Richfield High School Horario de aprendizaje a distancia Horario

del personal y comunicación

Opción del personal para trabajar desde casa

Horario de aprendizaje a distancia		
AIR Pod Advisory	8:40-9:00	AIR Pod/Advisory Registro sincrónico a través de Google Meet
Horario de oficina	9:00-10:30	Abierto horas de oficina para todos los maestros
la lección	10:30-3:30	Los estudiantes trabajan asincrónicamente en tareas en Schoology - Maestros disponibles para ayudar a los estudiantes a aprender por correo electrónico y Schoology para **estudiantes de AIR Pod** que no asistieron a AIR Pod/Asesoramiento por correo electrónico , Schoology Message, Google Meet, Google Voice o el teléfono de su salón de clases **(NO UTILICE SU TELÉFONO PERSONAL O CUENTAS DE CORREO ELECTRÓNICO)**

Directrices del asesor de registro sincrónico de AIR Pod:

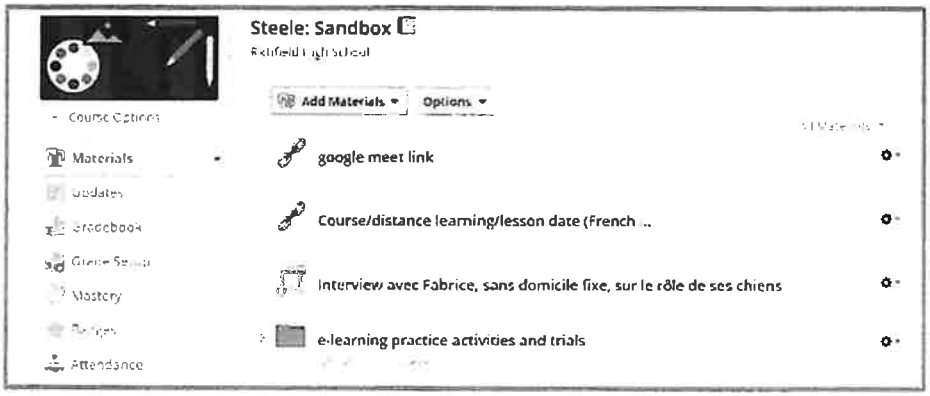
- **logística de asesoramiento:**
  - los asesores publicarán un enlace de Google Meet en la parte superior de la página de Schoology (fuera de cualquier carpeta) para un registro sincrónico con sus estudiantes de AIR Pod/Asesoramiento.
  - Los asesores abrirán Google Meet a las 8:35 a. m. y lo mantendrán abierto hasta al menos las 9:00 a. m.
  - Los maestros de AIR Pod/Consejos son responsables de registrar la asistencia diaria de los estudiantes en Synergy.
    - Los estudiantes que no inicien sesión en ningún momento durante esta sesión sincrónica deben marcarse como "ausentes" en Synergy.
    - **Si un estudiante se registra con usted más tarde en el día, ajuste la asistencia del estudiante de ausente a presente.**
- **Pautas de la lección:**
  - durante el registro sincrónico, los asesores deben usar este tiempo para conectarse con los estudiantes de AIR Pod/Advisory para asegurarse de que tienen lo que necesitan para el día y que entienden lo que hay que hacer y qué apoyos existen.
  - Recursos de la lección
    - RHS Espacio de apoyo virtual
    - Técnicas de respiración profunda Disciplina
    - consciente ¿Cómo te sientes?

Pautas para el horario de oficina

- Los maestros iniciarán sesión en el mismo enlace de Google Meet de 9:00 a. m. a 10:30 a. m.
- Los maestros pueden usar este tiempo para comunicarse con los estudiantes de AIR Pod/Asesoramiento que no asistieron a la sesión sincrónica de AIR Pod según esté disponible.

unalección sincrónica

- Logística
  - Los maestros publicarán la **tarea asincrónica sin calificar antes de las 8:00 am** del día del aprendizaje a distancia
    - . La lección debe publicarse en la parte superior de la página *debajo* del enlace de Google Meet (no en una carpeta de unidad existente). Revise las Expectativas de organización del curso de Schoology para garantizar la coherencia entre las clases.
    - Título de la tarea/carpeta "[Nombre del curso] Lección de aprendizaje a distancia para [fecha]"



- **Directrices de la lección** (según nuestros acuerdos de instrucción actuales):
  - **Duración:** la **sin** debe tomar más de 20 minutos para que un estudiante la complete.
  - **Punto de enseñanza:** incluya un objetivo de aprendizaje claro conectado a un estándar esencial. Proporcionar criterios de éxito claros.
  - **Lección clara:** La breve lección podría incluir una presentación de diapositivas, un video de YouTube, un screencast o una descripción general del texto.
  - **Práctica guiada:** Proporcione práctica relevante u oportunidades de reflexión. La actividad sin calificar debe ser accesible para los estudiantes y no requerir el apoyo de los padres.
  - **Cierre:** La lección debe incluir una oportunidad para la reflexión y **sin** evaluación formativa

Recursos para profesores Recursos

lingüísticos Recursos de traducción e interpretación	**Información de contacto** Cómo crear un Google Meet	**Apoyo** Amy Hager (Instruccional) amy.hager@rpsmn.org Sarah Streitz (Matemáticas) sarah.streitz@rpsmn.org
Tecnología Envíe un ticket de la mesa de ayuda (ubicado en RHS Staff Portal), comuníquese con la mesa	**Lección/Aprendizaje del estudiante** Plantilla de hiperdoc asíncrono	**Apoyo de Schoology/Synergy** Matt Caruso (Líder técnico de RHS) matt.caruso@rpsmn.org

de ayuda de TI al 612-798-6050 o envíe un correo electrónico a support@richfieldpublicschools.samanage.com.		Ken Friel (Entrenador de aprendizaje digital del distrito) ken.friel@rpsmn.org

Horario del estudiante de aprendizaje a distancia de Richfield High School

Estudiante y padre Horario y comunicación

	Horario de aprendizaje a distancia
8:40-9:30	**AIR Pod/Advisory Synchronous Check-In El** • estudiante se unirá a Google Meet del maestro asesor (el enlace estará en la parte superior de su página de AIR Pod advisory schoology) para registrarse para el día y recibir anuncios importantes • Si un estudiante no se registra, debe comunicarse con su maestro de AIR Pod/Asesor antes de las 3:30 p. m. para que se le marque como presente ese día.
9:30-10:30	**Horario de oficina abierto para todos los maestros** • Al trabajar en las tareas asincrónicas publicadas en la escuela de cada clase, el estudiante puede iniciar sesión en el horario de oficina de cualquier maestro para hacer preguntas o conectarse con cualquier maestro
10:30-3:30	**Estudiante asincrónico tiempo de trabajo** • Los maestros están disponibles por correo electrónico y Schoology • Complete la lección asíncrona para cada una de sus clases al final del día lo mejor que pueda. • Envíe un correo electrónico a su (s) maestro (s) con cualquier pregunta específica de la tarea que pueda tener.

Sincrónico : AIR Pod/Advisory se reunirá al mismo tiempo a través de Google Meet
Asincrónico : los cursos no se reunirán al mismo tiempo, pero los estudiantes revisarán las tareas publicadas para cada curso en Schoology.

estudiantil

para apoyo 612-798-6050	**Trabajador social** Sra. Buxton (x6126) Sra. Carlton 612-405-8412 Mason Davies (x6126)	**Consejero de nivel de grado** Sra. Kelley (x6113)- 9 Sra. Linde (x6121)- 10 Sra. Jastrow (x6122)- 11 Sra. Okey (x6123))- 12
Divulgación Sra. Meza (x6276) (español) TBD (x6186) (somalí) Sra. Weaver (x 6025) (Indígenas/Primeras Naciones)	**Administradores** Director Collins (x6101) Subdirector Flucas (x6111) Subdirector Vala (x6103)	**Disponibilidad de WiFi en la comunidad** Augsburg Park Library

MEMORANDUM OF AGREEMENT
REGARDING MANDATORY READ ACT TRAINING

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield Public Schools ("District"), and Education Richfield ("Union").

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the terms and conditions of employment for the District's teachers;

WHEREAS, the State of Minnesota has required certain teachers to participate in approved structured literacy training in accordance with implementation of the READ Act; and

WHEREAS, the State of Minnesota has also required that districts must enter into a memorandum of understanding with the exclusive representative of teachers in the district that provides how funding appropriated for the structured literacy training may be used.; and

WHEREAS, the District, in collaboration with the Union, has identified Lexia LETRS training as the selected training for the District; and

WHEREAS, the District and Union, have met to discuss schedule options and compensation for the required training which will take place for cohorts over the next two years; and

WHEREAS, the District and Union, wish to enter into an agreement that provides clarity for options for training and appropriate compensation that is equitable for the identified training schedule;

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOA, the District and the Union agree as follows:

1. Richfield teachers who are identified by the State of Minnesota based on their assignment will be required to participate in LETRS training that includes both asynchronous and synchronous training programming.

2. Appendix A is incorporated into this Memorandum of Agreement that provides for training opportunities that will include asynchronous training to be completed based on the teachers preferred schedule with key milestones for completion as well as synchronous training that will be scheduled with options either during professional development days or outside of the work day through the Richfield Learning Academy.

3. Appendix A is also incorporated into the Memorandum of Agreement to identify the appropriate compensation for each of the professional development options.

4. The District may develop additional professional development opportunities for the provided training and will meet and confer with the union prior to implementation to ensure equity and alignment with this Memorandum of Agreement.

5. This MOA reflects the entire agreement between the Union and the District related to additional pay for LETRS training. No party has relied on any understanding or promise that is not stated in this MOA. This MOA controls to the extent that it conflicts with the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

6. This Agreement will remain in effect for the duration of the CBA and will automatically sunset when a successor agreement to the CBA is ratified by both parties.

FOR THE UNION:

Lee Herman, President

Date: 7/1/24

FOR THE DISTRICT:

Craig Holje, Chief HR and Admin. Off.

Date: 7/1/24

READ Act Training: Phase 1 Plan
Richfield Public Schools

READ Act Professional Development Guidance

Professional development for Phase 1 teachers:

1. Complete one of the three MDE-approved programs.
   a. CAREIALL: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota)
   b. OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)
   c. LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)
      LETRS, LETRS for Administrators, and LETRS for Early Childhood Educators
2. Synchronous Debrief
   a. With a National Facilitator
   b. With a Certified Local Facilitator
3. Submit certificate of completion with a passing score
   a. CAREIALL – 80%
   b. OL&LA – 80%
   c. LETRS – 80%

Staff must complete both the asynchronous and synchronous components of the training.

Phase 1 LETRS: K-5 Classroom Teachers, K-5 EL Teachers, K-12 Reading Interventionists, and K-12 Special Education Teachers responsible for reading instruction

Training Component	Time	Compensation
Asynchronous		
Asynchronous (Reading & Online Modules)	86-116 hours Average time spent on online modules spent by RPS employees as of 5/6/24 = 53 hours	$2000 stipend upon completion
Synchronous		

Option 1: Summer 2024 Sessions
 	
This option is only available to staff who have already completed the asynchronous component of the training.
 	
Staff who are unable to attend all 4 days of summer training may attend sessions for missed units on a PD day during the school year. Compensation will only be provided for sessions attended during the summer.
	Summer 2024: Units 1-8
	• 4 6-hour days
	  ○ 7/30/24 8:00-3:00: Units 1 & 2
	  ○ 7/31/24 9:00-4:00: Units 3 & 4
	  ○ 8/15/24 8:00-3:00: Units 5 & 6
	  ○ 8/16/24 8:00-3:00: Units 7 & 8
		Staff will be compensated at the hourly rate of pay for Curriculum Writing/Staff Development specified in the current Master Agreement ($36 per hour in the 2023-2025 Master Agreement).
		• Paid through CLSD

Option 2: 2024-25 & 2025-26 PD Day Choice Session
 	
Training options for Units 5-8 may be added during the 2024-25
	2024-25: Units 1-4
	• 4 3-hour sessions
	  ○ Workshop Week (TBD): Unit 1
	  ○ 11/8/24 8:00-11:00: Unit 2
	  ○ 1/24/25 8:00-11:00: Unit 3
		No compensation; training occurs during contracted time

school year depending on facilitator availability.	○ 3/7/25 8:00-11:00: Unit 4 2025-26: Unit 5-8 • 4 3-hour sessions (8:00-11:00) on District PD Days (specific dates to be set by calendar committee) ○ Workshop Week (TBD): Unit 5 ○ PD Day 1: Unit 6 ○ PD Day 2: Unit 7 ○ PD Day 3: Unit 8	
Option 3: 2024-25 & 2025-26 Learning Academy	2024-25: Units 1-4 • 8 1.5-hour after school sessions via Google Meet (specific dates TBD) ○ Oct.: Unit 1, Part 1 ○ Nov.: Unit 1, Part 2 ○ Dec.: Unit 2, Part 1 ○ Jan.: Unit 2, Part 2 ○ Feb.: Unit 3, Part 1 ○ Mar.: Unit 3, Part 2 ○ Apr.: Unit 4, Part 1 ○ May: Unit 4, Part 2 2025-26: Units 5-8 • 8 1.5-hour after school sessions via Google Meet (specific dates TBD) ○ Oct.: Unit 5, Part 1 ○ Nov.: Unit 5, Part 2 ○ Dec.: Unit 6, Part 1 ○ Jan.: Unit 6, Part 2 ○ Feb.: Unit 7, Part 1 ○ Mar.: Unit 7, Part 2 ○ Apr.: Unit 8, Part 1 ○ May: Unit 8, Part 2	2024-25: Staff will be compensated at the hourly rate of pay for Curriculum Writing/Staff Development specified in the current Master Agreement ($36 per hour in the 2023-2025 Master Agreement). • Paid through Learning Academies (Q-Comp) 2025-26: Staff will be compensated at the hourly rate of pay for Curriculum Writing/Staff Development specified in the current Master Agreement ($36 per hour in the 2023-2025 Master Agreement). • Paid through Learning Academies (Q-Comp)

Phase 1 LETRS for Early Childhood Educators: PreK and ECSE teachers responsible for early literacy/reading instruction and school readiness

Training Component	**Time**	**Compensation**
Asynchronous		
Asynchronous (Reading & Online Modules)	19-25 hours	$1000 stipend upon completion

	Average time spent on online modules spent by RPS employees as of 5/6/24 = 13 hours	
Synchronous		

Option 2: 2024-25 PD Day Choice Session	2024-25: Units 1-4
	• 4 3-hour sessions
	  ○ 11/8/24 8:00-11:00: Unit 1
	  ○ 1/24/25 8:00-11:00: Unit 2
	  ○ 3/7/25 8:00-11:00: Unit 3
	  ○ Unit 4 TBD
		No compensation- occurs during contracted time

Option 3: 2024-25 Learning Academy	2024-25: Units 1-4
	• 8 1.5-hour after school sessions via Google Meet (specific dates TBD)
	  ○ Oct.: Unit 1, Part 1
	  ○ Nov.: Unit 1, Part 2
	  ○ Dec.: Unit 2, Part 1
	  ○ Jan.: Unit 2, Part 2
	  ○ Feb.: Unit 3, Part 1
	  ○ Mar.: Unit 3, Part 2
	  ○ Apr.: Unit 4, Part 1
	  ○ May: Unit 4, Part 2
		2024-25: Staff will be compensated at the hourly rate of pay for Curriculum Writing/Staff Development specified in the current Master Agreement ($36 per hour in the 2023-2025 Master Agreement).
		• Paid through Learning Academies (Q-Comp)

ALTERNATIVE TEACHER PROFESSIONAL PAY SYSTEM AGREEMENT

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield to establish and implement an Alternative Teacher Professional Pay System ("ATPPS") for teachers employed by the District.

ARTICLE I
AUTHORITY

Pursuant to the Public Employee Labor Relations Act ("PELRA"), Minnesota Statutes Chapter 179A, Education Richfield is the exclusive representative of teachers employed by the District. The District and Education Richfield have negotiated this MOA pursuant to Minnesota Statutes sections 122A.413, 122A.414, 1224.4144, 122A.415, and 179A.01 et. seq. Section 122A.4144 specifically permits the District and Education Richfield to reopen negotiations for the purpose of entering into an ATPPS agreement under sections 1224.413, 1224.414, and 122A.415. The negotiations for this MOA have been limited to issues related to ATPPS.

ARTICLE II
SCOPE, EFFECT, AND TERM

This MOA only covers issues related to ATPPS. The District and Education Richfield are parties to a Master Agreement ("Master Agreement"), which governs the general terms and conditions of employment for teachers who are employed by the District. This MOA supersedes and replaces any provisions of the Master Agreement that are either inconsistent or in conflict with this MOA. This MOA is for a term of two years commencing July 1 2023 and ending June 30 2025.

ARTICLE III
CONTINGENCIES

Section 1. Effect of Contingencies: In the event that any contingency specified in this MOA is not met, this MOA will have no force or effect and the terms and conditions of employment of the teachers employed by the District will be governed by the Master Agreement then in effect. However, either party may reopen negotiations for an ATPPS Agreement as permitted under law in an effort to cure any cause that has nullified this MOA..

Section 2. MDE Approval: This MOA is contingent upon its timely and continuing approval by the Minnesota Department of Education ("MDE") for the 2023-2025 fiscal years.

Section 3. Ratification: This MOA is contingent upon its ratification by the representative assembly of the bargaining unit represented by Education Richfield and its execution by the School Board of the District.

Section 4. Continuing Revenue: This MOA is contingent upon the initial and continuing receipt of alternative teacher compensation revenue from the State equal to the amounts specified in Minnesota Statutes section 1224.415 as of the date this MOA is executed. In the event alternative compensation revenue is eliminated, withheld, or terminated by the State or the MDE, all performance pay and stipends for teachers established pursuant to this MOA will cease effective June 30th of the fiscal year preceding cessation of the alternative compensation revenue, and the District will have no obligation to fund performance pay or the stipends from any other source. In the event alternative compensation revenue is reduced from the amounts specified in Minnesota Statutes section 1224.415 as of the date this MOA is executed, or is otherwise insufficient to fully cover the District's obligations under this MOA, Education Richfield and the District must meet to renegotiate the performance pay and stipends for teachers established pursuant to this MOA to an amount that does not exceed the reduced amount of alternative compensation revenue the District will receive. All compensation earned as a result of compliance with this MOA will be paid in accordance with this MOA in proportion to the reduced amount of alternative compensation revenue the District receives. In the event this MOA expires or terminates, or in the event a contingency is not met, the schedule in the Master Agreement then in effect will apply, except that teachers will be placed on the Step in the Master Agreement that they would have been on in the absence of this MOA.

Carry-Over Revenue: ATPPS funding from the State of Minnesota will be used only to support matters described in this MOA. Any such funds not spent in the current school year will carry over to fund such matters in future years with recommendations from the Steering Committee and final determination via a Memorandum of Agreement between Education Richfield and the District.

Section 6. Amendments: In the event that the parties amend this MOA, the parties must notify the MDE of the amendment(s). In the event that the MDE asserts that any amendment is illegal and that revenue for ATPPS will be suspended, withheld, terminated or otherwise reduced, either party may terminate this MOA effective on the date of the MDE's decision regarding changes in revenue by giving written notice to the other party at its official business address. Alternatively, the parties may mutually agree to negotiate an alternative amendment.

Section 7. Discontinuance of ATPPS Plan: If the District and Education Richfield discontinue the ATPPS plan because of any elimination or reduction in state funding of ATPPS, teachers will receive compensation and stipends on a pro-rated basis for all compensation earned as a result of compliance with this MOA prior to date of the

discontinuation of the ATPPS plan, provided the District has received ATPPS funding from the State to pay such compensation and stipends.

ARTICLE IV
ALTERNATIVE TEACHER PROFESSIONAL PAY SYSTEM

Section 1. Incorporation and Implementation of Q Comp Application and Plan: On May 14, 2014, the Minnesota Department of Education ("MDE") approved the application for Q Comp Aid that the District and Education Richfield submitted ("Application" or "Q Comp Plan"). The Application contains a Q Comp Plan, which describes an ATPPS. The Application and any subsequent amendments are hereby incorporated into, and made part of, this MOA. The District will implement the Q Comp Plan during the term of this MOA. The District will make an electronic copy of this MOA, including the Q Comp Plan, available to all staff by posting the MOA and Q Comp Plan on the District's website.

Section 2. Evaluations and Observations: Evaluations and observations will be conducted in accordance with the Application. At the conclusion of the observation/coaching process in years one *and* two (formative reviews) of the three-year cycle, the **teacher will select at least one observation** from *each* year to be available to principals for their review. During the teacher's year three (summative review year), the formative observation done with the peer evaluator will be selected by the teacher to be available to principals for their review. Observations will not be shared unless they are selected and the teacher gives consent. If observation is not shared, the teacher will not be eligible for the incentive award.

Section 3. Performance Pay and Alternate Schedule: Eligible staff members will have the opportunity to earn performance pay as described in the Application. The measures to be used, including measures of student achievement, are described in the Application. The Salary Appendix A or B of the Master Agreement will continue in full force and effect during the term of this MOA, teachers will continue to make horizontal movements as outlined in Article VIII of the Master Agreement, but vertical movement on the schedule will be in accordance with the Q Comp Plan. Thus, steps will be relabeled as "performance increments," and teachers who meet the criteria specified in the Q Comp plan will be granted a performance increment at the beginning of the subsequent school year. Each teacher's placement on the salary schedule in 2023-2024 will serve as the starting point for determining performance increments in 2024-2025. Subsequently, placement in 2024-2025 will serve as the starting point for determining performance increments in 2025-2026, provided that the parties extend the term of this MOA or enter into another MOA extending the application of the Q Comp Plan.

Subd. 1. Newly Hired Teachers: The District will determine the placement

of each newly hired teacher on the salary schedule and performance increment chart.

Subd. 2. Teachers at Top of Schedule: Teachers who are ineligible for additional performance increments because they have already achieved the highest performance increment are eligible for all other incentives.

Subd. 3. Status of ATPPS: ATPPS, including all forms of performance pay and incentives outlined in the Application, is not, and shall not be construed to be, part of a teacher's individual or continuing contract.

Subd. 4. Impact on Negotiations: This MOA does not impact the right of the parties to negotiate over the Master Agreement salary schedule for future years.

Subd. 5. Compensation Paid Before MOA is Implemented: Pursuant to Minnesota Statutes section 122A.414, subdivision 2(b)(3), the amount of compensation paid to a teacher before implementing this MOA will not be reduced as a result of the teacher participating in this ATPPS. No teacher may receive more than one hundred percent of the full incentive amount available to a teacher under this MOA.

Section 4. Retirees, Leaves of Absence, Service for Less Than a Full Year, and Part-Time:

Subd. 1. Retirees: Teachers retiring before the end of the current school year will receive a prorated portion of the money earned (meaning the goals must have been met) based on their FTE for the school year. This provision does not apply to teachers who sever employment mid-year or for any reason other than retirement.

Subd. 2. Leaves of Absence: Teachers who take statutory protected leave, including, but not limited to, Family Medical Leave Act ("FMLA") leave or Armed Services leave, and who would have met the performance pay criteria in Section 1 but for having taken statutory protected leave, will receive the entire portion of the money that would have been earned based on their FTE for the school year. Teachers who do not meet the full performance pay criteria because they have taken a leave of absence that is not statutorily protected will be eligible to receive a portion of the pay prorated.

Subd. 3. Service for Less Than a Full Year: Teachers who are hired after the first school day of the school year will be eligible to receive a prorated portion of the money earned (meaning the goals must have been met) based on their FTE for the school year.

Subd. 4. Part-Time Teachers. Part-time teachers, as defined in the Master Agreement, are eligible for the full amount of ATPPS pay available under this MOA; however, participation expectations are not tiered or reduced. Teachers may choose not to participate in the ATPPS system if they work fewer than ten hours per week or are assigned a position with a full time equivalency ("FTE") of .2 or less. Teachers who elect not to participate must notify the District's Human Resources Department in writing no later than September 15 of that given year.

Section 5. Reservation of Right Not to Renew: Nothing in this MOA may be construed to limit the District's statutory right to renew or not renew any probationary teacher's contract as it sees fit. The District specifically reserves and retains the right to non-renew any probationary teacher as the School Board shall see fit regardless of the number of evaluations that have been conducted on the teacher and regardless of the teacher's score(s) on the observation rubric.

ARTICLE V
MISCELLANEOUS

Section 1. Teacher Appeal Process: As outlined in the most recent Q Comp Plan, teachers have the following appeal rights.

Subd. 1. Disagreement with Peer Observation: Any teacher who disagrees with the results of a peer observation or evaluation is encouraged to meet with the appropriate person (coach, peer observer, evaluator, or reviewer) in an attempt to resolve the disagreement. If unresolved, the licensed staff member may request a second review by another reviewer by submitting a formal written appeal to the Lead Peer Reviewer within 10 school days following the post-observation. The Lead Peer Reviewer will follow up within 5 school days regarding next steps in the process. If after the second review licensed staff is unsatisfied with the observation/evaluation, an appeal may be filed to the Lead Peer Reviewer who will forward to the Q Comp Steering Committee. The Steering Committee will review the matter or forward to the Oversight Committee as appropriate. The decision of the Steering Committee or Oversight Committee is final.

Subd. 2. Denial of Performance Award: A teacher who has been denied a performance award or increment may appeal the decision to the Oversight Committee and may also request an additional evaluation. The appeal must be in writing and must be submitted to the Oversight Committee within ten (10) calendar days after the performance award or increment is denied. The decision of the Oversight committee, as to the appeal of the performance award or increment, will be by a majority vote and will be final and binding.

Section 2. Education Richfield Grievance Process: If Education Richfield believes

that the District has failed to comply with this MOA or the terms of the Q Comp Plan, Education Richfield may take action to enforce this MOA by filing a grievance using the procedures specified in the Master Agreement. The section is incorporated for reference purposes only and does not afford an individual teacher with additional appeals or grievances regarding their peer observations or performance awards beyond those specified in this MOA.

Section 3. Separate from Master Agreement: This MOA and the Master Agreement are separate documents and do not incorporate each other, except as expressly stated in this MOA.

Section 4. ATPPS Plan Modifications. The Q Comp Steering and Oversight Committees may make recommendations to the District and Education Richfield on revisions to the ATPPS program on an annual basis, or as needed.

Section 5. Entire Agreement. This MOA constitutes the entire agreement between the parties related to the ATPPS. Neither party has relied on any statements, promises, or representations that are not stated in this document. The terms of this MOA are legally binding and supersede any and all prior agreements between the parties. No amendment or modification of any provision of this MOA will be valid unless it is in writing and signed by both parties.

IN WITNESS THEREOF, the parties have executed this MOA as follows:

EDUCATION RICHFIELD	**INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD**
By: _____ Its President	By: _____ Its Superintendent
By: _____ Its Chief Negotiator	By: _____ Its Chief of Human Resources and Administrative Officer
Dated: 7/1/24	Dated: 7/1/24

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, October 27, 2025

Subject: Donations

(Recommended by the superintendent)

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

The RHS Music Department received a donation of $937.50 for band from the American Online Giving Foundation.

The RMS Music Department received a donation of $937.50 for band from the American Online Giving Foundation.

The RPS Indigenous Education Program received a donation of books valued at $400.00 from Waub Ajijaak Press & Foundation. The RPS Indigenous Education Program also received the following donations:

- $100.00 from Takayla Lightfield of Eagan, MN
- $100.00 from Kara & Cory Lee of Lancaster, PA
- $100.00 from Melissa Walters of Shakopee, MN
- $50.00 from Wilson Schadauer of Minneapolis
- $50.00 from Jim Walters of Park Falls, WI
- $50.00 from Alex Poulos of Minneapolis
- $50.00 from Droo Gibbs of Minneapolis
- $50.00 from Zach Weaver of Minneapolis
- $50.00 from Beth Schloegel of Marquette, MI
- $50.00 from Jennifer Libra of Minneapolis
- $40.00 from Demeri Sam-Thornhill of Maple Grove, MN
- $40.00 from Paul & Beth Schloegel of Marquette, MI
- $25.00 from Eve Borenstein of Minneapolis
- $25.00 from Marissa Goodsky of North St. Paul
- $25.00 from Taria Aubid of McGregor, MN
- $25.00 from Sofie Teller of Shawano, WI
- $25.00 from Shay Crowfeather of Lawrence, KS
- $25.00 from Zacheriah Red Bear of St. Paul
- $25.00 from Melanie Urich of Pierre, SD
- $25.00 from Waaban Kappenman of Minneapolis

- $20.00 from Anita Lovelace of Minneapolis
- $20.00 from Grace Lanz of Stillwater, MN
- $20.00 from Summer Baldwin of Blackfoot, ID
- $20.00 from Jamie Mason of Richfield
- $20.00 from Joe Rainey of Oneida, WI
- $20.00 from Leela Abrahamson of Fort Hall, ID
- Anonymous donations totaling $45.00