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, August 17, 2026
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 9-30)

1. Introduction of New Centennial Principal (page 9)
2. Spartan Foundation Presentation of Scholarship Donation (pages 10-12)
3. Draft Superintendent Goals 2026-2027 (pages 13-28)
4. Board Goals for 2026-2027 (pages 29-30)
5. City of Richfield Comprehensive Plan Advisory Committee Request (page 9)

IV. CONSENT AGENDA

A. Routine Matters (pages 31-47)

1. Minutes of the Regular Meeting held August 3, 2026 (pages 32-40)
2. General Disbursements as of 8/10/26 in the Amount of $960,898.98 (pages 41-45)
3. Signatories on Deposit Accounts (page 46)
4. Signatories on MCU Depository Accounts (page 47)

B. Personnel Items (pages 48-49)

V. OLD BUSINESS

A. Policy 452: Evaluation and Development of Professional Staff & Administrative Guideline 452.1 (pages 50-56)

B. Policy 901: Community Education (pages 57-62)

VI. NEW BUSINESS

A. Resolution Filling a Board Vacancy by Appointment (pages 63-64)

B. Policies Requiring Annual Review (pages 65-210)

1. Policy 103: Harassment Prohibition & Administrative Guideline 103.2 (pages 67-84)
2. Policy 107: Electronic Use and Communications & Administrative Guidelines 107.1 & 107.2 (pages 85-110)
3. Policy 113: Bullying Prohibition & Administrative Guidelines 113.1 & 113.2 (pages 111-126)
4. Policy 407: Leaves of Absence (pages 127-138)
5. Policy 409: Mandated Reporting of Child Neglect or Physical or Sexual Abuse & Administrative Guideline 409.1 (pages 139-149)
6. Policy 410: Mandated Reporting of Maltreatment of Vulnerable Adults (pages 150-154)
7. Policy 541: Student Behavior & Administrative Guideline 541.1 (pages 155-167)
8. Policy 602: School District System Accountability (pages 168-180)
9. Policy 716: Public Data and Data Subject Requests (pages 181-196)
10. Policy 802: Crisis Management (pages 197-202)
11. Administrative Guideline 926.3: Language Access Plan (pages 203-210)

C. Workers' Compensation Insurance Renewal (pages 211-216)

D. Donations (page 217)

VII. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Suggested/Future Agenda Items

D. Future Meeting Dates

*Tuesday, 9-8-2026	7 p.m.	Regular Board Meeting
9-21-2026	7 p.m.	Regular Board Meeting – Public Comment

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

IX. REOPEN MEETING

X. ADJOURN REGULAR MEETING

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

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
AI:	Artificial Intelligence
A&I:	Achievement & Integration
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
DO:	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
IPAC:	Indigenous Parent/Guardian Advisory Committee
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
ROAR:	Rapid Online Assessment of Reading
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
WIDA:	World-Class Instructional Design & Assessment
WIN:	What I Need
YTD:	Year-to-Date

RPS Student and Staff Demographic Data:

2025-2026 Student Data

3,986 Students Districtwide

- 3,835 Traditional Count
    - 1,707 Elementary (K-5) Average Class Size = 22.17
    - 748 Middle (6-8) Average Class Size = 23.07
    - 1,246 High (9-12) Average Class Size = 25.24
    - 103 Prekindergarten (16 ECSE VPK)
    - 31 Transition+
- 151 Voluntary Prekindergarten (VPK)

Student Diversity (based on state/federal categories*)

- BIPOC: 71.25%
    - American Indian or Alaska Native: 1.13%
    - Asian: 3.31%
    - Hispanic: 45.06%
    - Black or African American: 13.62%
    - Native Hawaiian or Other Pacific Islander: 0.05%
    - 2 or More Races: 8.08%
- White: 28.75%

*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: 25.74%
- Non-ELL: 74.26%

Free/Reduced Eligible

- Eligible: 55.7%
- Not Eligible: 44.3%

2025-2026 Staff Data

672 Total Staff Districtwide (629.398 FTE)

- 343 Teachers/Licensed Staff (Non-administrators)
- 121 Paraprofessionals
- 78 Facilities & Transportation
- 44 Administration & Classified Management
- 39 Nutrition Services
- 25 Administrative Support Professionals
- 11 Outreach Workers
- 11 Other

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

Staff Diversity (based on self-reported categories)

- BIPOC: 27.97%
    - Hispanic/Latino: 15.03%
    - Black/African American: 5.8%
    - Asian: 3.27%
    - Multiracial: 2.53%
    - American Indian/Alaskan: 1.34%
- White: 72.02%

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

Subject: Ongoing Board Calendar

Upcoming Events to Attend:

Tuesday, August 18, New Teacher Orientation Welcome Breakfast, 8 a.m.
Tuesday, August 25, All Staff Welcome Back Lunch & Kickoff Presentation, 11 a.m.

Tuesday, September 8, School Board Meeting, 7 p.m.
Sunday, September 20, Penn Fest, 12-5 p.m.
Monday, September 21, School Board Meeting, 7 p.m.

Upcoming Holidays, Heritage Months, and Appreciation Days:

September 7 is Labor Day

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

Subject: Superintendent Update

Superintendent Unowsky will introduce Andrew Collins, the new principal of Centennial Elementary School. A representative from the Spartan Foundation will present the 2026 RHS Scholarship Fund donation. Superintendent Unowsky will present a draft of his goals for 2026-2027. The board will discuss their goals for the 2026-2027 school year.

City of Richfield Comprehensive Plan Advisory Committee
The Comprehensive Plan is the City's long-range vision and policy document that guides decisions about land use, transportation, housing, parks, public services, economic development, and community growth over the next 10 to 20 years. The plan helps establish priorities for future investments and serves as a framework for local decision-making.

The Advisory Committee will be comprised of approximately 18 members, including nine City board and commission representatives, six community organization representatives, one property owner representative (Brixmor/The Hub), and two agency representatives (the County and School District).

Meetings will be held in the Bartholomew Room at City Hall and will begin at 6:00 p.m. The first meeting is scheduled for **Monday, September 14**, with additional meetings planned for **March 8, 2027**, and **September 13, 2027**.

The primary role of the Advisory Committee is to support communication throughout the planning process, both between your organization and the project team, and by helping promote community engagement opportunities.

Attachments:
Spartan Foundation Scholarship Information
Draft Superintendent Goals 2026-2027
Draft Board Goals 2026-2027

INFORMATION AND PROPOSALS – NON-ACTION ITEMS **Agenda Item III.B.2.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

Subject: Spartan Foundation Scholarship

Since the Richfield Spartan Foundation was founded in 1990, they have provided generous contributions to Richfield Public Schools and the community of Richfield. These funds have gone toward equipment for athletics and arts, as well as sponsorships for Richfield students to participate in activities and college scholarships for students with outstanding achievements. Since 2016, the Spartan Foundation has funded college scholarships for 25-30 students each year. This year, 31 seniors each received $2,000.00 for their higher education.

We welcome members of the Richfield Spartan Foundation Board as we thank them for their ongoing generosity to Richfield Public School students.

The 2026 scholarship recipients are as follows:

Athena Award (Outstanding senior female athlete)
Madeline Friel

Bill Davis Scholarship (Dedication to community service)
Miselo Malama

Bob Tripanier Memorial (Dedication to RHS community)
Ronan Jacobsen

Career in Aviation Scholarship
Vanessa Rosas Miguel

Desmond Family Foundation (To attend Normandale Community College)
Giavanna Maqueda

Dick Walker Memorial (Football player with highest GPA)
Noah Mayer

Dr. Donald Cameron Scholarship
Yanet Tamirat

First Generation College Scholarship
Philesha Pfeifer
Bezawit Wolde

First Responders Scholarship (Interest in a first responder career, e.g. firefighter, EMS)
Chloe Berglund

Herby Family Education Award (Interest in becoming a teacher or school leader)
Molly Olson
Lilah Strecker

Karnas Family Scholarship (Team-oriented player of softball or baseball)
Olivia Tomlinson

Michael O'Hagan Memorial Scholarship (Band member with a passion for music)
Frances Tronnes

Officer Robert Doeden Memorial Scholarship (Commitment to serving the community)
Jonah Mayer

Russ Schuveiller Memorial (Outstanding athlete, scholar, and leader)
Jack Friel
Adalia Taylor

Sandahl Family Scholarship (Makes a difference in the lives of others)
Rose Thompson

Steve Grindeland Memorial (First generation college)
Aubrey Drew

Spooner Award (Outstanding senior male athlete)
Adin Inda

Success Against All Odds Scholarship (Perseverance through adversity)
Marco Soriano
Luis Tepozteco Ramales
David Toledo
Veil Tran
Jasmine Williams

Technical/Community College Scholarship
Nathaly Martinez-Ricardo
Paul Tuazon

Top Scholar Award (Academic top 10%, leadership, community involvement)

Ami Heindl
Sadah Schram

Underdog Scholarship (Majority of education involved in RPS athletics)
Lucy Porter

Yamamoto Education Award (Interest in becoming a teacher or school leader)
Anna Garey

Enriching and accelerating learning

RICHFIELD
PUBLIC SCHOOLS

Superintendent Goals 2026-2027

August 17, 2026

DRAFT

Enriqueciendo y acelerando el aprendizaje

2026-2027 Performance Evaluation Process

RICHFIELD PUBLIC SCHOOLS

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

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

Individual Performance (30%): Board evaluation of superintendent

Achievement Measure:
Common Assessment Proficiency & Gap Closure

RICHFIELD PUBLIC SCHOOLS

- Increase the number of students scoring proficient on a FastBridge reading Assessment by 5% and reduce the gap for students of color.
- Increase the number of students scoring proficient on a FastBridge math assessment by 5% and reduce the gap for students of color.

Achievement Measure:
Common Assessment Growth & Gap Closure

RICHFIELD PUBLIC SCHOOLS

- 60% of all students showing typical to aggressive growth from fall to spring on a FastBridge reading assessment, with no gap for students of color
- 60% of all students showing typical to aggressive growth from fall to spring on a FastBridge math assessment, with no gap for students of color

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

RICHFIELD PUBLIC SCHOOLS

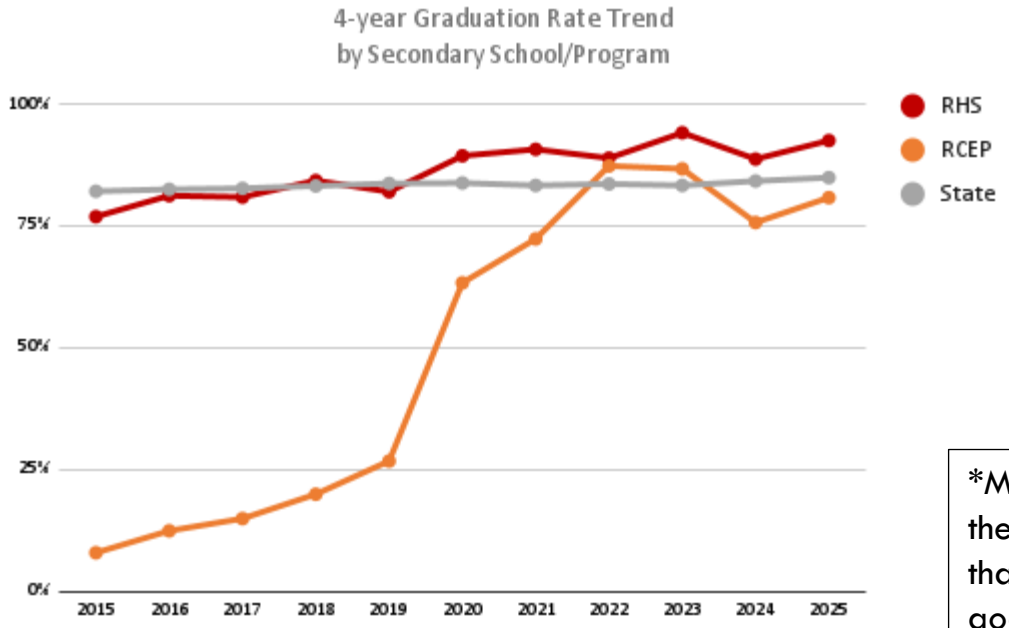
- Increase 2027 achievement for grades 3-8 on MCA reading test by 2% and decrease gap for BIPOC students
- Increase 2027 achievement for grades 3-8 on MCA math test by 2% and decrease gap for BIPOC students

Achievement Measure: Graduation Rate Growth & Gap Closure

RICHFIELD PUBLIC SCHOOLS

Goal: Maintain a graduation rate over 90% overall and increase rate by 2% for all demographic groups below 90%

4-year Grads	2021	2022	2023	2024	2025
RPS	87.3%	88.3%	92.6%	85.8%	90.7%
RHS	90.7%	88.9%	94.1%	88.7%	92.5%
RCEP	72.3%	87.3%	86.3%	75.7%	80.8%
Minnesota	83.3%	83.6%	83.3%	84.2%	84.9%



Graduation data is calculated by MDE.

RPS Grad Rate by Demographic	2021	2022	2023	2024	2025
Asian	70.6%	100%	91.7%	84.6%	100%
Black or African American	91.7%	89.6%	87.5%	86%	88.6%
Hispanic or Latino	83.2%	88.9%	90.6%	82.9%	89.7%
Indigenous	33%	44%	100%	64%	69.2%
Two or More Races	93.3%	94.1%	100%	88.9%	95.2%
White	93.5%	88.1%	97.6%	94.7%	94.3%
Male	81.9%	83.9%	91.8%	85%	87.2%
Female	92.8%	94.4%	93.7%	88%	94.1%
English Learner	68.6%	86.5%	85.9%	69.1%	80.9%
Special Education	71.8%	65.6%	71.8%	64.3%	68.4%
Free/Reduced Price Eligible	82.6%	85.1%	91.1%	83.0%	88.8%

*MDE does not publicly report demographically-grouped data for students for years when the total number of students in that demographic category (based on the state code) is fewer than 10. In the years shown, the number of RPS Indigenous students ranges from 3-13. The goal remains to reach 90% for each demographic group, so we are sharing the data on all demographic groups regardless of the number of students enrolled.

Process Goals

- Goal: Academic Programming
  - Implement READ Act Phase 2
  - Launch Achieve Twin Cities partnership and prepare to expand CCR offerings
- Goal: Student Activities and Community Engagement
  - Develop and implement new 21st Century Grant programming
- Goal: Climate, Well-being and Inclusion
  - Expand racial equity professional development
- Goal: Staff and Resource Management
  - Update and publish districtwide maintenance plans
- Goal: Communication, Community Trust and Enrollment
  - Create and launch new student and community surveys
  - Develop and publish new vision cards

Goal Area: Academic Programming
Implement READ Act Phase 2

RICHFIELD PUBLIC SCHOOLS

Measurement:

Progress:

Goal Area: Academic Programming
Launch Achieve Twin Cities partnership and prepare to expand CCR offerings

RICHFIELD PUBLIC SCHOOLS

Measurement:

Progress:

Goal Area: Student Activities and Community Engagement
Develop and implement new 21st Century Grant programming

RICHFIELD PUBLIC SCHOOLS

Measurement:

Progress:

Goal Area: Climate, Well-being and Inclusion
Expand racial equity professional development

RICHFIELD PUBLIC SCHOOLS

Measurement:

Progress:

Goal Area: Staff and Resource Management
Update and publish districtwide maintenance plans

Measurement:

Progress:

Goal: Communication, Community Trust and Enrollment
Create and launch new student and community surveys

RICHFIELD PUBLIC SCHOOLS

Measurement:

Progress:

Goal: Communication, Community Trust and Enrollment
Develop and publish new vision cards

RICHFIELD PUBLIC SCHOOLS

Measurement:

Progress:

Individual Performance

RICHFIELD PUBLIC SCHOOLS

Evaluation occurs yearly in spring/summer:

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

Enriching and accelerating learning

RICHFIELD
PUBLIC SCHOOLS

Questions/Comments

Enriqueciendo y acelerando el aprendizaje

RICHFIELD PUBLIC SCHOOLS

Enriching and accelerating learning

Enriqueciendo y acelerando el aprendizaje

RPS Board Goals 26-27

Goal Area 1: Public Presence and Community Connection
Board members will increase their presence at school and community events and forge connections with attendees.

Goal Alignment to Strategic Plan:

- Student Activities and Community Engagement Goal #3: We will maintain and/or increase community member participation in events and activities, while ensuring demographically representative participation.
- Climate, Well-being and Inclusion Goal #5: We will empower family and community members to contribute to an inclusive school community.

Measures of Success:

-

Goal Area 2: Strategic Plan Vision Card Measures
Board members will collaborate with the administration to determine effective data points to publish in vision cards over the next 5 years.

Goal Alignment to District 2026-2027 Priorities:
District-level Work: Implementation of New Strategic Plan

Measures of Success:

- Study session held with full board attendance.
- Vision cards published in February and June.

Goal Area 3: Deepening Relationship with the City of Richfield Board members will utilize the City Manager transition as a catalyst to increase connection and partnership across schools and the city.

Goal Alignment to Strategic Plan:
Communication, Community Trust and Enrollment Goal #3: We will have a positive reputation in the whole community as a highly effective and welcoming school system.

Measures of Success:

- Board and district representatives will provide input into the hiring process for the new City Manager.
- Board representatives to city committees will provide school updates to the city and city updates to the board.

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

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 August 3, 2026
   - Disbursements from the August 3, 2026 Meeting
   - Checks & E-pay Register from the August 3, 2026 Meeting
   - Superintendent's Report and Agenda Meeting Minutes from August 3, 2026
2. General Disbursements as of 8/10/26 in the Amount of $960,898.98
   - Disbursements for the August 17, 2026 Meeting
   - Checks & E-pay Register for the August 17, 2026 Meeting
3. Signatories on Deposit Accounts
4. Signatories on MCU Depository Accounts

CHECKS, PCARDS, ACH & WIRES
08/03/2026 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks		
FY26 PERIOD 13	7/14/2026	256,969.87
	7/21/2026	31,258.46
	7/28/2026	80,224.63
FY27 CHECKS	7/15/2026	400,325.45
	7/22/2026	260,182.42
	7/23/2026	57,609.76
JUNE 2026 PCARDS	7/6/2026	115,150.85
ACH PAYROLL ISSUE	7/10/2026	288.69
WIRES	7/27/2026	2,221,568.75

CHECK REGISTER BANK 05 TOTAL =	**3,423,578.88**

BREAKDOWN	
01-206-00	767,354.77
02-206-00	37,980.87
03-206-00	167,567.44
04-206-00	5,811.30
06-206-00	74,289.45
07-206-00	2,182,868.75
18-206-00	-
20-206-00	146,243.38
21-206-00	1,100.42
47-206-00	40,362.50
BANK TOTAL =	**3,423,578.88**

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	V2601289	07/10/2026	LEVI LANCE	R	288.69
01	V2601290	07/06/2026	P-CARD BAIRD LISA	R	10,772.67
01	V2601291	07/06/2026	P-CARD BARLOW ERICA	R	7,059.77
01	V2601292	07/06/2026	P-CARD BROWN MATTHEW	R	3,550.03
01	V2601293	07/06/2026	P-CARD BRUNNER PATTI	R	7,075.76
01	V2601294	07/06/2026	P-CARD CARUSO MATTHEW	R	769.24
01	V2601295	07/06/2026	P-CARD CRUZ ESTEVA JENNIFER	R	19,990.16
01	V2601296	07/06/2026	P-CARD EDWARDS NATHAN	R	941.46
01	V2601297	07/06/2026	P-CARD GARCIA YVETTE	R	2,999.47
01	V2601298	07/06/2026	P-CARD GEURINK AREND	R	53.42
01	V2601299	07/06/2026	P-CARD GONZALEZ CHRISTINA	R	5,089.61
01	V2601300	07/06/2026	P-CARD HUERTA-ANAYA ALICIA	R	727.45
01	V2601301	07/06/2026	P-CARD KRUEGER JENNIFER	R	332.80
01	V2601302	07/06/2026	P-CARD LEWIS JENNIFER	R	176.39
01	V2601303	07/06/2026	P-CARD LUNDY MICHELLE	V	0.00
01	V2601304	07/06/2026	P-CARD LUNDY MICHELLE	R	33,952.84
01	V2601305	07/06/2026	P-CARD MAHONEY COLLEEN	R	3,934.91
01	V2601306	07/06/2026	P-CARD MANNING MICHAEL	R	401.76
01	V2601307	07/06/2026	P-CARD MCCLENDON LAURA	R	499.79
01	V2601308	07/06/2026	P-CARD MCGINN DAN	R	227.57
01	V2601309	07/06/2026	P-CARD MORALES LIZETTE	R	5,591.60
01	V2601310	07/06/2026	P-CARD OLSON ROBERT	R	1,864.94
01	V2601311	07/06/2026	P-CARD OTTERNESS, LAURA	R	310.79
01	V2601312	07/06/2026	P-CARD PETERSON CHRIS	R	2,353.10
01	V2601313	07/06/2026	P-CARD SETZER ALEXIS	R	1,355.53
01	V2601314	07/06/2026	P-CARD SKARE-KLECKER AMY	R	1,702.68
01	V2601315	07/06/2026	P-CARD VENTURA PEREZ RAMIRO	R	410.46
01	V2601316	07/06/2026	P-CARD WILLHITE KASYA	R	840.77
01	V2601317	07/06/2026	P-CARD WOODS KELLY	R	1,770.71
01	V2601318	07/06/2026	P-CARD YUNKER AUBREE	R	395.17
01	319406	07/14/2026	T-MOBILE	R	1,313.90
01	319407	07/14/2026	ALL STATE COMMUNICATIONS LLC	R	1,415.00
01	319408	07/14/2026	BREAKAWAY ACADEMY	R	150.30
01	319409	07/14/2026	BRENNAN CONSTRUCTION OF MN, INC.	R	73,939.45
01	319410	07/14/2026	BRINK'S INCORPORATED	R	4.80
01	319411	07/14/2026	CEDAR SMALL ENGINE	R	58.76
01	319412	07/14/2026	CRISTO REY JESUIT HIGH SCHOOL	R	4,026.23
01	319413	07/14/2026	DELASALLE HIGH SCHOOL	R	1,246.59
01	319414	07/14/2026	DICKS SANITATION SERVICE, INC (DSI)	R	4,215.60
01	319415	07/14/2026	ECM PUBLISHERS INC	R	147.50
01	319416	07/14/2026	HAWKINS INC	R	776.50
01	319417	07/14/2026	HILLYARD MINNEAPOLIS	R	1,665.10
01	319418	07/14/2026	HOGAN ASSESSMENT SYSTEMS INC	R	1,230.00
01	319419	07/14/2026	HOME DEPOT CREDIT SERVICES	R	1,791.10
01	319420	07/14/2026	IIX INSURANCE INFORMATION EXCHANGE	R	75.10
01	319421	07/14/2026	JULIE ANDERSON FOLK ART	R	60.00
01	319422	07/14/2026	KEMPS LLC	R	555.60
01	319423	07/14/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	3,105.27

01	319424	07/14/2026	LVC COMPANIES INC	R	490.00
01	319425	07/14/2026	MIDWEST BUS PARTS INC	R	361.80
01	319426	07/14/2026	MINNESOTA UI FUND	R	49,883.31
01	319427	07/14/2026	NAPA AUTO PARTS	R	47.81
01	319428	07/14/2026	NEI ELECTRIC, INC.	R	2,466.00
01	319429	07/14/2026	PITNEY BOWES BANK PURCHASE POWER	R	28.75
01	319430	07/14/2026	PLUNKETT'S /VARMENT GUARD	R	1,111.09
01	319431	07/14/2026	RED BALLOON BOOKSHOP	R	8,946.26
01	319432	07/14/2026	RIGHT BRAIN GRAPHICS	R	576.60
01	319433	07/14/2026	SCHUMACHER ELEVATOR COMPANY	R	369.60
01	319434	07/14/2026	SHERWIN WILLIAMS CO	R	27.43
01	319435	07/14/2026	SQUIRES, WALDSPURGER & MACE, P.A.	R	2,209.00
01	319436	07/14/2026	TAMARA LARSON	R	54.25
01	319437	07/14/2026	THUROW STEPHANIE J	R	240.00
01	319438	07/14/2026	TOLL COMPANY	R	13.20
01	319439	07/14/2026	TREVIPAY	R	41.26
01	319440	07/14/2026	TRIO SUPPLY COMPANY	R	409.34
01	319441	07/14/2026	TRUGREEN LIMITED PARTNERSHIP	R	921.00
01	319442	07/14/2026	API GARAGE DOOR, INC.	R	1,651.00
01	319443	07/14/2026	TWIN CITY TRANSPORTATION	R	90,616.40
01	319444	07/14/2026	VANESSA MERRY	R	540.00
01	319445	07/14/2026	WOODCRAFT	R	188.97
01	319446	07/15/2026	ADVANCED COMMERCIAL KITCHENS	R	2,426.43
01	319447	07/15/2026	ALL STATE COMMUNICATIONS LLC	R	795.00
01	319448	07/15/2026	AMSD-ASSOC OF METRO SCHOOL DIST	R	9,316.00
01	319449	07/15/2026	ANOKA-HENNEPIN SCHOOLS, ISD #11	R	650.00
01	319450	07/15/2026	AI TECHNOLOGIES LLC	R	240.00
01	319451	07/15/2026	ARVIG ENTERPRISES INC	R	3,707.90
01	319452	07/15/2026	AVIBEN	R	540.06
01	319453	07/15/2026	BCN TELECOM, INC TBS	R	955.85
01	319454	07/15/2026	BCBS OF MINNESOTA & BLUE PLUS	R	8,142.00
01	319455	07/15/2026	BRIGHTWORKS	R	11,332.50
01	319456	07/15/2026	BUILDING CONTROLS & SOLUTIONS	R	303.60
01	319457	07/15/2026	BUSINESS ESSENTIALS	R	25,120.50
01	319458	07/15/2026	CEDAR SMALL ENGINE	R	97.17
01	319459	07/15/2026	CINTAS CORPORATION NO 2	R	424.70
01	319460	07/15/2026	CMC NEPTUNE LLC	R	2,800.00
01	319461	07/15/2026	D.E.L.O.R.E.S WORKS, INC.	R	11,210.00
01	319462	07/15/2026	DIGITAL INSURANCE LLC	R	5,212.00
01	319463	07/15/2026	ESX TECHNOLOGY SOLUTIONS, LLC	R	260.00
01	319464	07/15/2026	WW GRAINGER INC	R	66.00
01	319465	07/15/2026	GROUP MEDICAREBLUE RX	R	8,325.00
01	319466	07/15/2026	HILLYARD MINNEAPOLIS	R	4,779.42
01	319467	07/15/2026	KEMPS LLC	R	1,555.28
01	319468	07/15/2026	KINECT ENERGY INC	R	569.00
01	319469	07/15/2026	HAAG COMPANIES, INC.	R	240.00
01	319470	07/15/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	4,832.30
01	319471	07/15/2026	LIMBLE SOLUTIONS, INC.	R	25,359.00
01	319472	07/15/2026	MASA/MASE	R	1,392.00

01	319473	07/15/2026	MASSP-MN ASSOCIATION	R	984.00
01	319474	07/15/2026	MATH LEARNING CENTER	R	900.00
01	319475	07/15/2026	MAXORPLUS LTD, DBA: VYTLONE	R	142,300.00
01	319476	07/15/2026	MCDONOUGH'S SEWER SERVICES, INC.	R	601.30
01	319477	07/15/2026	MSNA-MN SCHOOL NUTRITION	R	960.00
01	319478	07/15/2026	NAPA AUTO PARTS	R	30.71
01	319479	07/15/2026	NEI ELECTRIC, INC.	R	1,070.50
01	319480	07/15/2026	NILFISK, INC.	R	768.40
01	319481	07/15/2026	NORTH CENTRAL INTERNATIONAL, LLC	R	2,250.11
01	319482	07/15/2026	ONEBRIDGE BENEFITS INC.	R	2,361.00
01	319483	07/15/2026	PAN O GOLD BAKING CO	R	110.66
01	319484	07/15/2026	POWERSCHOOL GROUP LLC	R	42,128.55
01	319485	07/15/2026	PREMIUM WATERS INC	R	39.00
01	319486	07/15/2026	RENAISSANCE	R	33,023.20
01	319487	07/15/2026	RYAN JEANNIE M	R	897.14
01	319488	07/15/2026	SCHOOL SERVICE EMPLOYEES UNION	R	1,572.96
01	319489	07/15/2026	SHERWIN WILLIAMS CO	R	204.90
01	319490	07/15/2026	SMARTSENSE BY DIGI	R	1,620.00
01	319491	07/15/2026	TEACHING STRATEGIES, LLC ("TS")	R	3,735.00
01	319492	07/15/2026	TRIO SUPPLY COMPANY	R	288.23
01	319493	07/15/2026	UNITED HEALTHCARE/AARP MEDICARE RX	R	119.10
01	319494	07/15/2026	UNITED HEARTHCARE /AARP MEDICARE RX	R	119.10
01	319495	07/15/2026	UNITEDHEALTHCARE	R	775.82
01	319496	07/15/2026	UPPER LAKES FOODS	R	15,269.91
01	319497	07/15/2026	SCENARIO LEARNING, LLC	R	17,122.81
01	319498	07/15/2026	VERIZON WIRELESS	R	320.10
01	319499	07/15/2026	XCEL ENERGY	R	101.24
01	319500	07/21/2026	ALERUS RETIREMENT AND BENEFITS	R	909.60
01	319501	07/21/2026	AQUA LOGIC INC	R	320.00
01	319502	07/21/2026	CATALYST BUYING GROUP LLC	R	239.99
01	319503	07/21/2026	CITY OF RICHFIELD	R	6,537.68
01	319504	07/21/2026	INSTRUMENTALIST AWARDS LLC	R	16.50
01	319505	07/21/2026	LB CARLSON LLP	R	4,950.00
01	319506	07/21/2026	LOFFLER COMPANIES	R	11,423.68
01	319507	07/21/2026	MINNESOTA DEPT OF HEALTH	R	630.00
01	319508	07/21/2026	SCHUMACHER ELEVATOR COMPANY	R	528.00
01	319509	07/21/2026	SOURCEWELL	R	4,207.50
01	319510	07/21/2026	UW MADISON ACCOUNTING SERVICES	R	1,495.51
01	319511	07/22/2026	ACER SERVICE CORPORATION	R	153.90
01	319512	07/22/2026	AMERICAN CAPITAL FINANCIAL	R	106,522.40
01	319513	07/22/2026	BOND TRUST SERVICES CORP	R	1,662.50
01	319514	07/22/2026	CANON FINANCIAL SERVICES INC	R	4,619.32
01	319515	07/22/2026	D.E.L.O.R.E.S WORKS, INC.	R	5,605.00
01	319516	07/22/2026	FOLLETT SOFTWARE, LLC	R	14,419.20
01	319517	07/22/2026	FRONTLINE TECHNOLOGIES GROUP LLC	R	49,601.76
01	319518	07/22/2026	H&B SPECIALIZED PRODUCTS INC	R	4,828.00
01	319519	07/22/2026	HMH EDUCATION COMPANY	R	4,600.00
01	319520	07/22/2026	KEMPS LLC	R	756.00
01	319521	07/22/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	139.11

01	319522	07/22/2026	LOFFLER	R	1,031.91
01	319523	07/22/2026	MADISON NATIONAL LIFE INS CO INC	R	8,354.99
01	319524	07/22/2026	MN VALLEY SCHOOL FOOD ASSOC	R	20.00
01	319525	07/22/2026	ON SITE SANITATION	R	600.00
01	319526	07/22/2026	QUAVERED, INC.	R	32,760.00
01	319527	07/22/2026	RACK PERFORMANCE INC.	R	1,250.00
01	319528	07/22/2026	RINGCENTERAL, INC.	R	9,352.29
01	319529	07/22/2026	SCHOOL SERVICE EMPLOYEES UNION	R	1,487.96
01	319530	07/22/2026	SMARTPASS INC.	R	8,265.84
01	319531	07/22/2026	SOLID ROCK CONSTRUCTION	R	350.00
01	319532	07/22/2026	UNITED STATES TREASURER	R	300.00
01	319533	07/22/2026	UPPER LAKES FOODS	R	2,352.24
01	319534	07/22/2026	VITAMINK12, LLC	R	1,150.00
01	319535	07/23/2026	AMERICAN CAPITAL FINANCIAL	R	57,609.76
01	V2601337	07/27/2026	BOND TRUST SERVICES CORP	R	2,221,568.75
01	319536	07/28/2026	ALL FURNITURE INC	R	4,577.18
01	319537	07/28/2026	CAPITAL ONE TRADE CREDIT	R	187.61
01	319538	07/28/2026	FRONTIER TRANSPORTATION SRVCS, LLC	R	63,910.00
01	319539	07/28/2026	HOBART SERVICE	R	1,205.00
01	319540	07/28/2026	KINECT ENERGY INC	R	8,129.08
01	319541	07/28/2026	RED BALLOON BOOKSHOP	R	1,400.31
01	319542	07/28/2026	UHL COMPANY INC	R	815.45
			TOTAL ACH, PCARDS, CHECKS & WIRES		**3,423,578.88**

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, August 3, 2026
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, August 3, 2026 in the boardroom at the Richfield Public Schools District Office. Chair Carter called the regular board meeting to order at 7 p.m. with the following school board members in attendance: Dennis, Liss, and Tompkins. Spencer was not able to attend. Administrators present were Superintendent Unowsky, Assistant Superintendent Nyembwe and Executive Director Holje.

II. REVIEW AND APPROVAL OF THE AGENDA

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

III. INFORMATION AND PROPOSALS - NON-ACTION ITEMS

A. Superintendent Update
    1. Board Self-Evaluation
    2. Update on Board Vacancy Appointment Process

IV. CONSENT AGENDA

A. Routine Matters
    1. Minutes of the Regular Meeting held July 13, 2026
    2. General Disbursements as of 7/28/26 in the Amount of $3,423,578.88
    3. Investment Holdings

B. Personnel Items

Management – New Hire						
Name	**Employee Group**	**Position**	**Building**	**FTE**	**Effective Date**	
Hayley Etnier	Mgmt	Director of Special Education	District Office	Full-Time	8/17/2026	
Certified – New Hire						
Name	**Employee Group**	**Position**	**Building**	**FTE**	**Effective Date**	

Dillon Raborn	Certified	English Language Arts Teacher	Richfield Middle School	Full-Time	8/18/2026	
Donald Seehusen	Certified	CTE Teacher	Richfield High School	Full-Time	8/18/2026	
Jennifer Veeramachaneni	Certified	English Language Teacher	Richfield Middle School	Full-Time	8/18/2026	
Tatyana Tuy	Certified	English Language Teacher	Richfield High School	Full-Time	8/18/2026	

Certified – Rehire

Name	Employee Group	Position	Building	FTE	Effective Date	
Karen Garcia Carreno	Certified	Physical Education Teacher	Richfield STEM Elementary	Part-Time	8/18/2026	
Kirsten Thorson	Certified	Early Childhood Special Ed. Teacher	Central Education Center	Full-Time	8/18/2026	
Rosenda Gaz Ibarra	Certified	Elementary Education Teacher	Richfield Dual Language	Full-Time	8/24/2026	

Certified – Reassignment

Name	Employee Group	Position	Building	FTE	Effective Date	
Erin Huber	Certified	Lead Peer Reviewer	District Office	Full-Time	7/15/2026	
Andrea Manuel	Certified	Peer Reviewer	District Office	Full-Time	7/20/2026	

Certified – Leave of Absence per Agreement

Name	Employee Group	Position	Building	FTE	Effective Date	
Jonathan Heyer	Certified		District Office	Full-Time	7/1/2026	

Certified – Resignation

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service
Carter Haaland	Certified	English Language Teacher	Richfield Dual Language	Full-time	7/14/2026	0

Classified – New Hire

Name	Employee Group	Position	Building	FTE	Effective Date	
Digna Cabrera Ortiz	Facilities & Transp.	Bus Driver	Garage	Part-Time	8/31/2026	
James Fahie	Facilities &Transp.	Bus Driver	Garage	Part-Time	8/31/2026	
Kayleigh Armstrong	Para	Health Assistant Paraprofessional	Multi-Building	Full-Time	8/31/2026	

Classified – Reclassification						
Name	**Employee Group**	**Position**	**Building**	**FTE**	**Effective Date**	
LeAnn Carroll	Facilities & Transp.	Mailperson	Garage	Full-Time	7/7/2026	

Classified – Retirement						
Name	**Employee Group**	**Position**	**Building**	**FTE**	**Effective Date**	**Years of Service**
Maritza Zaldana	Admin/Mgt Support	Administrative Assistant 2	Richfield Middle School	Full-Time	7/27/2026	19

Classified – Resignation						
Name	**Employee Group**	**Position**	**Building**	**FTE**	**Effective Date**	**Years of Service**
Diana Barrera Garcia	Para	Special Education Paraprofessional	Richfield High School	Full-Time	6/4/2026	1
Trentin Melichar-Pepin	Facilities & Transp.	Maintenance A Mechanic	Richfield STEM Elementary	Full-Time	7/31/2026	0
Isabel Betsill	Para	Special Education Paraprofessional	Richfield Middle School	Full-Time	6/4/2026	1

Classified – Probationary Termination						
Name	**Employee Group**	**Position**	**Building**	**FTE**	**Effective Date**	
Jordin Booker	Para	Security Monitor	Richfield High School	Full-Time	7/17/2026	

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

V. OLD BUSINESS

A. Policy 702: Investments & Administrative Guideline 702.1 - third read

Motion by Liss, seconded by Dennis, and unanimously carried, the board of education approved the revised policy.

B. Policy 452: Evaluation and Development of Professional Staff & Administrative Guideline 452.1 - second read

VI. NEW BUSINESS

A. Election of Treasurer

Nominated by Liss, seconded by Dennis, and unanimously carried, the board of education elected Hayley Tompkins as treasurer.

B. Strategic Plan 2026-2032: Richfield Rising

Motion by Liss, seconded by Dennis, and unanimously carried, the board of education approved the strategic plan.

Director Dennis left the meeting at 7:36 p.m.

C. Authorization to Proceed with RHS Stadium Storage Building Construction Project

Motion by Tompkins, seconded by Liss, and unanimously carried, the board of education approved the authorization.

Director Dennis rejoined the meeting at 7:38 p.m.

D. Administrative & Management Support Professionals Collective Bargaining Agreement 2026-2028

Motion by Dennis, seconded by Tompkins, and unanimously carried, the board of education approved the agreement.

E. Policy 715: Purchasing & Administrative Guideline 715.1 - single read

Motion by Tompkins, seconded by Liss, and unanimously carried, the board of education approved the revised policy.

F. Policy 901: Community Education - first read
G. Donations

Motion by Tompkins, seconded by Dennis, 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

8-17-26	7 p.m.	Regular Board Meeting - Public Comment
*Tuesday, 9-8-26	7 p.m.	Regular Board Meeting

VIII. ADJOURN REGULAR MEETING

Chair Carter adjourned the meeting at 7:48 p.m.

CHECKS, EPAYS, Pcards & Scholarship
08/17/2026 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks		
FY26 PERIOD 13	7/31/2026	46,701.86
	8/6/2026	13,170.31
	8/10/2026	2,470.00
VOID CK	8/10/2026	(1,009.00)
FY27 CHECKS	7/30/2026	328,112.93
	8/5/2026	524,946.22
JULY 2026 PCARDS	8/4/2026	
FY26		4,386.66
FY27		33,423.56
EPAYS	7/30/2026	3,527.66
	8/6/2026	3,168.78
SCHOLARSHIP	8/6/2026	2,000.00

CHECK REGISTER BANK 05 TOTAL =	960,898.98

BREAKDOWN	
01-206-00	764,986.75
02-206-00	9,557.86
03-206-00	45,544.08
04-206-00	60,093.12
06-206-00	-
07-206-00	-
18-206-00	-
20-206-00	80,667.67
21-206-00	49.50
47-206-00	
BANK TOTAL =	960,898.98

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	319543	07/30/2026	T-MOBILE	R	1,313.90
01	319544	07/30/2026	ALL STATE COMMUNICATIONS LLC	R	884.25
01	319545	07/30/2026	ALTMAN ADAM	R	529.00
01	319546	07/30/2026	AQUA LOGIC INC	R	2,271.39
01	319547	07/30/2026	BLOOMSBURY PUBLISHING INC	R	1,271.92
01	319548	07/30/2026	BLUUM USA, INC.	R	16,605.00
01	319549	07/30/2026	CAPITAL ONE TRADE CREDIT	R	172.77
01	319550	07/30/2026	CDW GOVERNMENT INC	R	6,750.00
01	319551	07/30/2026	CEDAR SMALL ENGINE	R	348.25
01	319552	07/30/2026	CEP ART & DESIGN	R	711.00
01	319553	07/30/2026	CINTAS CORPORATION NO 2	R	2,125.26
01	319554	07/30/2026	D.E.L.O.R.E.S WORKS, INC.	R	5,605.00
01	319555	07/30/2026	DIESEL DIRECT CENTRAL LLC - FUEL	R	2,166.65
01	319556	07/30/2026	EDPUZZLE, INC	R	11,093.00
01	319557	07/30/2026	WW GRAINGER INC	R	1,888.89
01	319558	07/30/2026	HAWKINS INC	R	40.00
01	319559	07/30/2026	HILLYARD MINNEAPOLIS	R	2,049.96
01	319560	07/30/2026	IDEAL ENERGIES SOLAR LEASE 2021,LLC	R	7,974.38
01	319561	07/30/2026	JET-BLACK OF THE SOUTHERN TW CITIES	R	300.00
01	319562	07/30/2026	KEMPS LLC	R	529.20
01	319563	07/30/2026	KIDCREATE STUDIO	R	1,192.00
01	319564	07/30/2026	LEROY'S GREAT BEAR	R	49.99
01	319565	07/30/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	1,145.82
01	319566	07/30/2026	MAXORPLUS LTD, DBA: VYTLONE	R	62,444.17
01	319567	07/30/2026	MCCARTHY WELL COMPANY	R	442.00
01	319568	07/30/2026	MIDWEST BUS PARTS INC	R	652.08
01	319569	07/30/2026	NAPA AUTO PARTS	R	75.69
01	319570	07/30/2026	NILFISK, INC.	R	315.00
01	319571	07/30/2026	NORTH CENTRAL INTERNATIONAL, LLC	R	1,002.62
01	319572	07/30/2026	ON SITE SANITATION	R	73.85
01	319573	07/30/2026	PAN O GOLD BAKING CO	R	214.94
01	319574	07/30/2026	PLOY KHUNISOM	R	20.00
01	319575	07/30/2026	REGION 1 INFORMATION MGMT SERVICE	R	67,528.86
01	319576	07/30/2026	RIDDELL ALL AMERICAN SPORTS CORP	R	3,234.95
01	319577	07/30/2026	SHERWIN WILLIAMS CO	R	418.40
01	319578	07/30/2026	SITEONE LANDSCAPE SUPPLY LLC	R	213.00
01	319579	07/30/2026	ST CROIX FIRE & SAFETY, INC.	R	5,746.00
01	319580	07/30/2026	STATE INDUSTRIAL PRODUCTS	R	8,071.74
01	319581	07/30/2026	SUPPORT WAREHOUSE LIMITED	R	509.00
01	319582	07/30/2026	TECH ACADEMY	R	888.00
01	319583	07/30/2026	TREVIPAY	R	289.97
01	319584	07/30/2026	TWIN CITY FILTER SERVICE INC	R	516.70
01	319585	07/30/2026	UPPER LAKES FOODS	R	1,998.06
01	319586	07/30/2026	VSP INSURANCE CO. (CT)	R	3,332.70
01	319587	07/30/2026	WESTERN SPECIALTY CONTRACTORS INC	R	32,099.50
01	319588	07/30/2026	WISEIDENTITY LLC	R	4,332.60
01	319589	07/30/2026	XCEL ENERGY	R	51,429.80
01	319590	07/30/2026	XELLO, INC.	R	15,237.50

01	319591	07/30/2026	IDEAL ENERGIES SOLAR LEASE 2021,LLC	R	8.17
01	V2601338	07/30/2026	CHAD T ARMBRUSTER	R	132.97
01	V2601339	07/30/2026	CHRISTINE A BARTLETT	R	1,511.83
01	V2601340	07/30/2026	CRAIG D HOLJE	R	314.65
01	V2601341	07/30/2026	ANGELICA M MEZA SIERRA	R	36.92
01	V2601342	07/30/2026	LAURA B OTTERNESS	R	912.13
01	V2601343	07/30/2026	JACQUELINE SANCHEZ VIDAL	R	26.25
01	V2601344	07/30/2026	MICHELLE R WHITESIDE	R	495.22
01	V2601345	07/30/2026	KASYA L WILLHITE	R	97.69
01	319592	07/31/2026	ANDRLE, MICHAEL	R	1,995.00
01	319593	07/31/2026	BSN SPORTS, LLC	R	576.50
01	319594	07/31/2026	CITY OF RICHFIELD	R	9,562.51
01	319595	07/31/2026	ECM PUBLISHERS INC	R	133.87
01	319596	07/31/2026	GEE TEEZ & COMPANY, LTD.	R	9,396.00
01	319597	07/31/2026	INSTITUTE FOR ENVIROMENTAL	R	1,723.56
01	319598	07/31/2026	INTERMEDIATE DISTRICT 287	R	20,000.00
01	319599	07/31/2026	MACMILLAN HOLDINGS LLC	R	1,400.00
01	319600	07/31/2026	KIM TONG TRANSLATION SERVICE INC	R	55.00
01	319601	07/31/2026	MULTILINGUAL WORD INC	R	582.80
01	319602	07/31/2026	PROPIO LS, LLC	R	189.87
01	319603	07/31/2026	RO HEALTH, LLC	R	906.75
01	319604	07/31/2026	UNIVERSITY LANGUAGE CENTER	R	180.00
01	V2601395	08/04/2026	P-CARD BARLOW ERICA	R	328.30
01	V2601396	08/04/2026	P-CARD BRUNNER PATTI	R	199.16
01	V2601397	08/04/2026	P-CARD GARCIA YVETTE	R	1,098.61
01	V2601398	08/04/2026	P-CARD GONZALEZ CHRISTINA	R	1,397.74
01	V2601399	08/04/2026	P-CARD WOODS KELLY	R	88.47
01	V2601400	08/04/2026	P-CARD LUNDY MICHELLE	R	1,274.38
01	V2601401	08/04/2026	P-CARD BAIRD LISA	R	1,093.65
01	V2601402	08/04/2026	P-CARD BARLOW ERICA	R	550.01
01	V2601403	08/04/2026	P-CARD BROWN MATTHEW	R	171.50
01	V2601404	08/04/2026	P-CARD BRUNNER PATTI	R	7,695.91
01	V2601405	08/04/2026	P-CARD CRUZ ESTEVA JENNIFER	R	30.29
01	V2601406	08/04/2026	P-CARD EDWARDS NATHAN	R	2,264.62
01	V2601407	08/04/2026	P-CARD GEURINK AREND	R	263.97
01	V2601408	08/04/2026	P-CARD HOLJE CRAIG	R	2,971.00
01	V2601409	08/04/2026	P-CARD HUERTA-ANAYA ALICIA	R	1,283.41
01	V2601410	08/04/2026	P-CARD LUNDY MICHELLE	R	900.56
01	V2601411	08/04/2026	P-CARD MANNING MICHAEL	R	4,418.23
01	V2601412	08/04/2026	P-CARD MCGINN DAN	R	890.47
01	V2601413	08/04/2026	P-CARD MORALES LIZETTE	R	435.03
01	V2601414	08/04/2026	P-CARD OLSON ROBERT	R	7,567.68
01	V2601415	08/04/2026	P-CARD OTTERNESS, LAURA	R	175.83
01	V2601416	08/04/2026	P-CARD SACHER GRACE	R	859.21
01	V2601417	08/04/2026	P-CARD SETZER ALEXIS	R	212.16
01	V2601418	08/04/2026	P-CARD SKARE-KLECKER AMY	R	976.41
01	V2601419	08/04/2026	P-CARD VENTURA PEREZ RAMIRO	R	133.93
01	V2601420	08/04/2026	P-CARD WOODS KELLY	R	43.20
01	V2601421	08/04/2026	P-CARD YUNKER AUBREE	R	486.49

01	319605	08/05/2026	AMPLIFY EDUCATION, INC.	R	17,254.61
01	319606	08/05/2026	ARVIG ENTERPRISES INC	R	1,207.90
01	319607	08/05/2026	BATTERIES R US	R	749.97
01	319608	08/05/2026	BSN SPORTS, LLC	R	570.24
01	319609	08/05/2026	BUILDING CONTROLS & SOLUTIONS	R	704.11
01	319610	08/05/2026	CDW GOVERNMENT INC	R	227,250.00
01	319611	08/05/2026	CHARMTECH LABS LLC	R	10,450.00
01	319612	08/05/2026	CINTAS CORPORATION NO 2	R	1,641.65
01	319613	08/05/2026	COMO PARK HIGH SCHOOL	R	300.00
01	319614	08/05/2026	CRISIS PREVENTION INSTITUTE INC	R	200.00
01	319615	08/05/2026	CURRICULUM ASSOCIATES, LLC	R	31,817.50
01	319616	08/05/2026	EXPLOREK12, INC.	R	34,920.00
01	319617	08/05/2026	FAIRVIEW HEALTH SERVICES	R	7,500.00
01	319618	08/05/2026	FASTEST LABS OF BLOOMINGTON	R	341.00
01	319619	08/05/2026	FRONTLINE TECHNOLOGIES GROUP LLC	R	48,088.30
01	319620	08/05/2026	WW GRAINGER INC	R	677.19
01	319621	08/05/2026	HEALTHJOY LLC	R	10,627.50
01	319622	08/05/2026	HILLYARD MINNEAPOLIS	R	1,137.18
01	319623	08/05/2026	HOME DEPOT CREDIT SERVICES	R	794.83
01	319624	08/05/2026	ISD #728 ELK RIVER HIGH SCHOOL	R	300.00
01	319625	08/05/2026	JENNIFER MARSHALL	R	70.00
01	319626	08/05/2026	MSBA-MINNESOTA SCHOOL BOARD ASSOC	R	10,841.00
01	319627	08/05/2026	NILFISK, INC.	R	315.00
01	319628	08/05/2026	NOKOMIS SHOE SHOP	R	125.00
01	319629	08/05/2026	ON SITE SANITATION	R	1,282.61
01	319630	08/05/2026	ORI LEARNING	R	3,750.00
01	319631	08/05/2026	PEDIATRIC HOME SERVICE	R	487.50
01	319632	08/05/2026	PER MAR SECURITY SERVICES	R	33.00
01	319633	08/05/2026	RO HEALTH, LLC	R	1,601.25
01	319634	08/05/2026	SHERWIN WILLIAMS CO	R	358.04
01	319635	08/05/2026	SOURCEWELL	R	13,365.00
01	319636	08/05/2026	SOUTH ST PAUL HIGH SCHOOL	R	325.00
01	319637	08/05/2026	THE RETROFIT COMPANIES, INC.	R	9,275.24
01	319638	08/05/2026	TRI CITY UNITED	R	250.00
01	319639	08/05/2026	TWIN CITY FILTER SERVICE INC	R	1,229.12
01	319640	08/05/2026	TYLER TECHNOLOGIES, INC.	R	37,924.57
01	319641	08/05/2026	VERIZON WIRELESS	R	320.08
01	319642	08/05/2026	VISTA HIGHER LEARNING	R	46,861.83
01	319643	08/06/2026	CHAPMAN UNIVERSITY	R	2,000.00
01	319644	08/06/2026	FIRST BAPTIST CHURCH SCHOOLS	R	280.47
01	319645	08/06/2026	INTERMEDIATE DISTRICT 287	R	8,723.63
01	319646	08/06/2026	PROPIO LS, LLC	R	30.98
01	319647	08/06/2026	SCHOOL MANAGEMENT SERVICES	R	2,887.50
01	319648	08/06/2026	SQUIRES, WALDSPURGER & MACE, P.A.	R	1,247.73
01	V2601346	08/06/2026	HOWARD P ANDERSON	R	45.61
01	V2601347	08/06/2026	MATTHEW ARNOLD	R	70.00
01	V2601348	08/06/2026	MICHELLE L AXELL	R	70.00
01	V2601349	08/06/2026	ERICA T BARLOW	R	70.00
01	V2601350	08/06/2026	NIKOLAS BAUZA	R	40.00

01	V2601351	08/06/2026	ANDREW COLLINS	R	70.00
01	V2601352	08/06/2026	ERIK ENERSON	R	40.00
01	V2601353	08/06/2026	YVETTE GARCIA	R	70.00
01	V2601354	08/06/2026	KAREN GAVILAN-TEPOZTECO	R	18.27
01	V2601355	08/06/2026	RACHEL GENS	R	70.00
01	V2601356	08/06/2026	AREND J GEURINK	R	70.00
01	V2601357	08/06/2026	CHRISTINA M GONZALEZ	R	70.00
01	V2601358	08/06/2026	AMY E HAGER	R	70.00
01	V2601359	08/06/2026	KEVIN D HARRIS	R	40.00
01	V2601360	08/06/2026	MICHAEL G HARRIS	R	70.00
01	V2601361	08/06/2026	LANA HENDRICKS LEUNING	R	58.56
01	V2601362	08/06/2026	JESSICA M HOFFMAN	R	137.15
01	V2601363	08/06/2026	CRAIG D HOLJE	R	70.00
01	V2601364	08/06/2026	JEFFREY KELLER	R	70.00
01	V2601365	08/06/2026	ANOOP KUMAR	R	40.00
01	V2601366	08/06/2026	JOHN M LORENZINI	R	70.00
01	V2601367	08/06/2026	DAVANAND MAHADEO	R	40.00
01	V2601368	08/06/2026	MICHAEL A MANNING	R	70.00
01	V2601369	08/06/2026	DANIEL P MCGINN	R	40.00
01	V2601370	08/06/2026	DOUG R MCMEEKIN	R	70.00
01	V2601371	08/06/2026	KENT D MEYER	R	70.00
01	V2601372	08/06/2026	KATRINA L MORGAN	R	14.19
01	V2601373	08/06/2026	ERIN H NEILON	R	40.00
01	V2601374	08/06/2026	STEPHANIE NICHOLS	R	45.00
01	V2601375	08/06/2026	BONDO NYEMBWE	R	70.00
01	V2601376	08/06/2026	ROBERT G OLSON	R	70.00
01	V2601377	08/06/2026	LAURA B OTTERNESS	R	70.00
01	V2601378	08/06/2026	CHRISTOPHER A PETERSON	R	70.00
01	V2601379	08/06/2026	CASSANDRA QUAM	R	70.00
01	V2601380	08/06/2026	RENEE C REED-KARSTENS	R	40.00
01	V2601381	08/06/2026	HEIDI SAVATDY	R	70.00
01	V2601382	08/06/2026	CHRISTIAN SCHEMPP	R	40.00
01	V2601383	08/06/2026	AMY B SKARE-KLECKER	R	70.00
01	V2601384	08/06/2026	JUSTIN STEELE	R	70.00
01	V2601385	08/06/2026	STACY THEIEN-COLLINS	R	70.00
01	V2601386	08/06/2026	RICKY THOMPSON	R	40.00
01	V2601387	08/06/2026	VLADIMIR S TOLEDO	R	40.00
01	V2601388	08/06/2026	STEVEN P UNOWSKY	R	270.00
01	V2601389	08/06/2026	CARRIE A VALA	R	70.00
01	V2601390	08/06/2026	REBECCA S WALD	R	40.00
01	V2601391	08/06/2026	ALEXANDER WARD	R	70.00
01	V2601392	08/06/2026	MICHELLE R WHITESIDE	R	70.00
01	V2601393	08/06/2026	KASYA L WILLHITE	R	70.00
01	V2601394	08/06/2026	KELLY L WOODS	R	70.00
01	318415	08/10/2026	METROPOLITAN MECHANICAL CONTRACTORS	V	-1,009.00
01	319649	08/10/2026	METROPOLITAN MECHANICAL CONTRACTORS	R	2,470.00

TOTAL CHECKS, EPAYS, PCARDS & SCHOLARSHIPS	**960,898.98**

CONSENT AGENDA – FOR ACTION **Agenda Item IV.A.3.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

SUBJECT: SIGNATORIES ON DEPOSITORY ACCOUNTS

Recommended by the superintendent that the board of education approve the following resolution authorizing signatories for depository accounts for the 2026-27 fiscal year.

BE IT RESOLVED, by the board of education of independent school district no. 280, Richfield, Minnesota, that any person named below is authorized as a signatory to transact financial business on behalf of the school district. This authorization includes but is not limited to financial transactions such as signing checks, drafts and other withdrawal orders; supplying the depository with specimen signatures of the authorized signatories; and all other directions and instructions needed to follow rules and regulations governing bank accounts.

Hayley Tompkins	Board Treasurer
Eric Carter	Board Chair
Kenneth Liss	Board Clerk
Steve Unowsky	Superintendent
Craig Holje	Executive Director of Administrative Services
Heidi Savatdy	Director of Finance
John Lorenzini	Finance Manager

Depositories are fully authorized to pay and charge to the District's accounts any checks, drafts, and other withdrawal orders signed, and to honor any directions of instructions signed, whether or not payable to the individual order of or deposited to the individual account of or for the benefit of the above named signatories.

(Prepared by Craig Holje)

CONSENT AGENDA – FOR ACTION **Agenda Item IV.A.4.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

SUBJECT: SIGNATORIES ON ALL MCU ACCOUNTS UNDER MEMBERSHIP #10919647

Recommended by the superintendent that the board of education approve the following resolution authorizing signatories for all My Credit Union depository accounts under General Checking #9920124, member #10004207 for the 2026-27 fiscal year.

BE IT RESOLVED, by the board of education of Independent School District No. 280, Richfield, Minnesota, that authorization be removed for all existing signers and authorization be added for any person named below as a signatory to transact financial business on behalf of the school district. This authorization includes but is not limited to financial transactions such as signing checks, drafts and other withdrawal orders; supplying the depository with specimen signatures of the authorized signatories; and all other directions and instructions needed to follow rules and regulations governing bank accounts.

Hayley Tompkins	Board Treasurer
Eric Carter	Board Chair
Kenneth Liss	Board Clerk
Steve Unowsky	Superintendent
Craig Holje	Executive Director of Administrative Services
Heidi Savatdy	Director of Finance
John Lorenzini	Finance Manager

My Credit Union is fully authorized to pay and charge to the District's accounts any checks, drafts, and other withdrawal orders signed, and to honor any directions of instructions signed, whether or not payable to the individual order of or deposited to the individual account of or for the benefit of the above named signatories.

(Prepared by Craig Holje)

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

Board of Education

Independent School District 280, Richfield, MN

Regular Meeting

August 17, 2026

Management – Resignation

Name	Employee Group	Position	Building	FTE	Effective Date
Stacey Dahlby	Management	Director of Special Education	District Office	Full-Time	7/13/2026

Certified – New Hire

Name	Employee Group	Position	Building	FTE	Effective Date
Jodi Oosterhof	Certified	Early Childhood Family Education Teacher	Central Education Center	Part-time	8/18/2026
Margaret Daniewicz	Certified	English Languge Teacher	Richfield Dual Language	Full-time	8/18/2026

Certified – Rehire

Name	Employee Group	Position	Building	FTE	Effective Date
Justin Fogel	Certified	Business Teacher	Richfield High School	Full-Time	8/24/2026

Certified – Resignation

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service
Gatha Tara Howard-Felician	Certified	Special Education Teacher	Richfield Middle School	Full-Time	8/13/2026	4

Certified – Leave of Absence

Name	Employee Group	Position	Building	FTE	Effective Date
Clare Foley Peters	Certified	Elementary Education Teacher	Richfield STEM Elementary	Part-time	8/24/2026
Vanessa Krebsbach	Certified	TOSA Intervention and Enrichment Specialist	Richfield STEM Elementary	Part-time	8/24/2026

Classified – New Hire

Name	Employee Group	Position	Building	FTE	Effective Date
Darryl Findlay-Lampkin	Paraprofessional	Student Support/Security Monitor	Richfield High School	Full-Time	8/31/2026
Grace Klicker	Paraprofessional	Special Education Paraprofessional	Central Education Center	Full-Time	9/1/2026
Hillary Jarzyna	Paraprofessional	Clerical Paraprofessional I	Centennial Elementary School	Part-Time	9/1/2026
Jacqueline Olivares Rivera	Paraprofessional	Managerial Paraprofessional	Richfield Dual Language	Part-Time	9/1/2026
Keisha Wilson	Paraprofessional	Managerial Paraprofessional	Sheridan Elementary School	Part-Time	9/1/2026
Keona Sisler	Paraprofessional	Special Education Paraprofessional	Sheridan Elementary School	Full-Time	9/1/2026
Marilyn Rogers	Administrative and Management Support	Administrative Assistant 2	Richfield Middle School	Full-Time	8/13/2026
Martin Canas Perdomo	Paraprofessional	Student Support/Security Monitor	Richfield High School	Full-Time	8/31/2026
Mayra Barberan	Paraprofessional	Special Education Paraprofessional	Richfield Dual Language	Full-Time	9/1/2026
Michelle Appell	Paraprofessional	Special Education Paraprofessional	Sheridan Elementary School	Full-Time	9/1/2026
Sarah Cardenas	Paraprofessional	Special Education Paraprofessional	Centennial Elementary School	Full-Time	9/1/2026

Classified – Reclassification

Name	Employee Group	Position	Building	FTE	Effective Date
Breanne Ritchie	Paraprofessional	Special Education Paraprofessional	Richfield STEM Elementary	Full-Time	9/1/2026

Karissa Kelley	Paraprofessional	Special Education Paraprofessional	Centennial Elementary School	Full-Time	9/1/2026

Classified – Retirement

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service
Daniel McGinn	Facilities and Transportation	Garage Supervisor	Garage	Full-Time	10/2/2026	35

Classified – Resignation

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service
Digna Cabrera Ortiz	Facilities and Transportation	Bus Driver	Garage	Part-Time	8/6/2026	0
Ethan Thompson	Facilities and Transportation	Groundskeeper	Garage	Full-Time	8/20/2026	2
Stacey Ruud	Paraprofessional	Special Education Paraprofessional	Richfield Middle School	Full-Time	6/5/2026	1

Classified – Leave of Absence

Name	Employee Group	Position	Building	FTE	Effective Date
Daniel Bjostad	Nutrition Services	Kitchen Assistant	Richfield High School	Part-Time	8/31/2026

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

Subject: Evaluation and Development of Professional Staff

(Recommended by the superintendent)

Passage upon a third read of Policy 452: Evaluation and Development of Professional Staff & Administrative Guideline 452.1. The policy provides the expectations for formal evaluations of staff members. The guideline includes details about the framework and elements of formal evaluations for teachers in RPS.

The policy has been reviewed by the Teaching & Learning Department and the Education Richfield President, and suggested changes are included.

Attachments:
Policy 452: Evaluation and Development of Professional Staff - redlined
Administrative Guideline 452.1 - redlined

RICHFIELD PUBLIC SCHOOLS

EVALUATION AND DEVELOPMENT OF PROFESSIONAL STAFF

I. PURPOSE

The Richfield ~~Board~~ board of ~~Education~~ education recognizes that the quality of educational programs and school environment experienced by the students in this district depends, to a large degree, upon the performance and skills of the professional staff. ~~-~~The ~~Board~~ school board believes that periodic evaluation and staff development can contribute positively to both performance and skills. ~~-~~This process:

A. will provide identification and recognition of effective performance.

B. will be a key element in a systematic process whereby each staff member may improve competence and effectiveness.

C. will be one basis for improving the instruction that is provided for students.

D. will guide decisions regarding the granting of tenure and subsequent retention of staff.

II. POLICY

The ~~Evaluation~~ evaluation and ~~Development~~ development of ~~Professional~~ professional ~~Staff~~ staff in Richfield will include the following components:

A. Three formal evaluation/development procedures will be employed as follows:

1. One procedure will be the evaluation of probationary staff. Probationary staff members will be evaluated three times yearly by a licensed administrator. A teacher on special assignment who has been fully trained in the Charlotte Danielson Framework for Teaching may support the formal observations in partnership with a licensed administrator. At least one of the evaluations may be unannounced, and staff members will be given general information as to when the unannounced evaluation will occur. Such evaluations will summarize the probationary staff member's competence at a given point in time and will be the basis for personnel decisions such as retention and/or the granting of tenure. Evaluations shall be based on observed performance, resulting in a written document that is reviewed with the teacher and placed in the teacher's personnel file.

2. The second set of procedures will be used for the evaluation and development of continuing contract staff.

a. The evaluation process for continuing contract staff members will include two formal evaluations each year. Staff members will choose one of these evaluations to be placed in their personnel file. The formal evaluations will be conducted by a trained peer reviewer. Every third year, at least one of the evaluations may be an unannounced evaluation conducted by a licensed administrator. A teacher on special assignment who has been fully trained in the Charlotte Danielson Framework for Teaching may support the formal observations in partnership with a licensed administrator. Staff members will be given general information as to when the unannounced evaluation will occur.

b. A formal evaluation process may be requested by an administrator when performance deems it necessary or by the teacher when desired.

3. A performance improvement process will be used for continuing contract staff when their performance is deemed unsatisfactory. This process will summarize the staff member's competence at a given point in time, will provide guidance, assistance and time for improvement, and will be the basis for personnel decisions.

B. These procedures apply to all licensed staff, full and part time, who are not classified as administrators. ~~–~~The latter are participants in a separate process.

Evaluations shall be conducted in a fair and open manner and shall be based on the following Charlotte Danielson Framework for Teaching Domains:

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities

The evaluation document will become part of the professional staff member's personnel file. ~~–~~As such, it will be treated as private data, and access to it will be limited to the employee and other ~~school d~~District employees who have a legitimate need for the information.

Each evaluation document will contain a summary of scores based on the Charlotte Danielson Framework for Teaching and a written reflection from the evaluator that contains areas of strength and areas of growth along with any recommendations for improvement.

Staff members' professional growth plan goals and reflections, along with copies of evaluations, will be kept in the employee's personnel file. The forms will be reviewed at the beginning of the year and again in May.

The ~~Board~~ board intends that administrators will make the evaluation/development of professional staff a high priority and will treat it accordingly in the allocation of their time. ~~–~~In turn, the ~~Board~~ board will provide training and other resources necessary for the proper execution of the function.

Legal References:
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

RATIFIED BY THE BOARD OF EDUCATION: November 18, 1985

REVISED BY THE BOARD OF EDUCATION: October 6, 1986; July 21, 1997; January 7, 2002; April 19, 2004, August 18, 2014; December 20, 2021

RICHFIELD PUBLIC SCHOOLS

EVALUATION AND DEVELOPMENT OF PROFESSIONAL STAFF

To realize the vision of students receiving a challenging, engaging and relevant academic experience to prepare them for college, career and life, we must ensure that all staff apply or are developing practices, strategies and dispositions to ensure high quality teaching and learning that benefit all students.

I. PURPOSE

The purpose of this policy is to ~~Guide~~ guide and support the professional growth of Richfield Public School's teachers through transformative collegial coaching and embedded professional development.

II. ASSUMPTIONS

A. A culture that supports excellence in teaching strengthens RPS's capacity to attract, develop, and retain highly effective professionals.
B. New teachers need ongoing support to succeed.
C. Collegial collaboration to support continuous improvement of teaching and learning and ongoing support from peers and administrators contribute significantly to teacher effectiveness.

Formatted: Numbered + Level: 1 + Numbering Style: A, B, C, … + Start at: 1 + Alignment: Left + Aligned at: 0.68" + Indent at: 0.93"

III. CHARLOTTE DANIELSON FRAMEWORK FOR TEACHING

The Charlotte Danielson Framework for teaching provides staff and administrators with common language and a foundation of instructional excellence. The purpose of the Charlotte Danielson Framework for Teaching is to provide~~s~~ educators and administrators with a clear and common understanding of expectations around teaching, learning and professional expectations. They form the basis for personal goal setting and evaluation.

IV. TEACHER INDUCTION PROGRAM

A. A licensed administrator will complete three formal classroom observations of the probationary teacher based on the Charlotte Danielson Framework for Teaching for each year 1-3. A teacher on special assignment who has been fully trained in the Charlotte Danielson Framework for Teaching may support the formal observations in partnership with a licensed administrator.

B. In years 1 and 2, educators who are new to the field of teaching will receive coaching and support through a mentorship program, which capitalizes on the expertise of teachers on special assignment who are trained in coaching and evaluation.
1. Licensed administrators will work with the peer review team to assign mentors to new-to-profession staff.
2. Mentor and ~~Mentee~~ mentee will meet at least monthly and more often as agreed upon between mentor/mentee.

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.63" + Tab after: 0.88" + Indent at: 0.88"

3. Observation and/or modeling and collaborative planning will occur three times per year or as determined by the mentor and mentee. A reflective conference will follow observations and demonstrations.
4. Mentors will attend training sessions to facilitate their mentorship and coaching skill development.

V. PROFESSIONAL EFFECTIVENESS PROGRAM

A. A licensed administrator will complete a formal classroom observation based on the Charlotte Danielson Framework every third year for each continuing contract staff member. A teacher on special assignment who has been fully trained in the Charlotte Danielson Framework for Teaching may support the formal observations in partnership with a licensed administrator.

B. In addition, continuing contract teachers will complete evaluations from a peer reviewer twice per year when not being evaluated by a licensed administrator, and once per year when evaluated by a licensed administrator every third year.

C. All teachers will complete a personal growth plan (PGP) goal every year that is aligned to the Charlotte Danielson Framework for Teaching. PGP goals are reviewed and approved by a peer on the instructional leadership team. The personal growth plan goal includes an annual written reflection to evaluate the effectiveness of the PGP goal.

D. All teachers will participate in professional learning communities that focus on collective learning for staff to improve their practice and student outcomes. All licensed staff members will write a professional learning goal and reflection annually.

Professional growth forms including PGP goals and evaluations are submitted to building administration at the end of each year.

VI. FORMAL OBSERVATION AND EVALUATION

Formal observation and evaluation includes a review of completed pre-observation documents, a classroom observation, a post observation conference with full and summary professional teaching standards information, and a reflective summary. The observation will be completed by a licensed administrator and will be based on the Charlotte Danielson Framework for Teaching. A teacher on special assignment who has been fully trained in the Charlotte Danielson Framework for Teaching may support the formal observations in partnership with a licensed administrator. The teacher will complete a pre- and post- observation form that includes a summary of the planning and preparation of the observed lesson as well as a reflection on their teaching and student learning to share with the administrator in the post-observation conference. The observation and evaluation form that is completed by the licensed teacher and administrator is submitted to the Director of Human Resources and placed in the teacher's personnel file.

The ~~RPS~~ District Q-Comp Steering Committee will ensure the continuous improvement of our professional evaluation and support system through periodic review, development and revision of the process including:

- A. Professional teaching standards
- B. Continuing contract staff~~-~~ assessment and development
- C. Teacher induction

Formatted: Numbered + Level: 1 + Numbering Style: A, B, C, … + Start at: 1 + Alignment: Left + Aligned at: 0.68" + Indent at: 0.93"

Dated: April 19, 2004
Reviewed: August 18, 2014
Revised: December 20, 2021

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

Subject: Community Education

(Recommended by the superintendent)

A second read of Policy 901: Community Education. This policy establishes the purpose of the Richfield Community Education to provide opportunities for involvement and growth for all ages. The policy also describes the role of the Community Education Advisory Council.

Suggested changes have been included to adhere to RPS branding and style guidelines and based on feedback from the Community Education department.

Attachments:
Policy 901: Community Education - redlined
MSBA Model Policy 901: Community Education

RICHFIELD PUBLIC SCHOOLS

COMMUNITY EDUCATION

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within Richfield Public Schools.

It is the policy of the Richfield ~~Board~~ board of ~~E~~education that Richfield Community Education be committed to lifelong learning. ~~-~~Each community member is both a learner and a resource. ~~-~~Community Education will work in partnership with community members and existing programs to proactively create and facilitate inclusive, accessible opportunities for all ages.

II. GENERAL STATEMENT OF POLICY

The school board affirms a strong commitment to community education and its ability to provide opportunities for involvement and personal growth for all ages. The school board welcomes~~,~~ and strongly encourages the use of school buildings and activity areas by the community when not used for regularly scheduled school programs. The school administration should strive to accomplish the following objectives:

A. Maximum use should be made of public school facilities within the District.

B. Educational needs and interests of area residents should be determined periodically.

C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.

D. Area residents should be encouraged to actively participate in program opportunities.

E. ~~The~~ Richfield ~~community~~ Community ~~education~~ Education ~~program~~ will align with and support the District's strategic plan and the success of students.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

A. The ~~council~~ Community Education Advisory Council shall assist in developing and promoting the goals and objectives of the program.

B. The membership of the Community Education Advisory Council ~~community education advisory council~~ shall represent a cross section of the community and should consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the ~~school d~~District; and any other groups participating in the community education programming in the District.

~~C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.~~

~~D~~C. The Community Education Advisory Council ~~council~~ will ~~adopt~~ enact a ~~policy~~ protocol to reduce and eliminate program duplication within the ~~school d~~District.

IV. YOUTH PROGRAMS

Richfield Public Schools may make available youth programs in the following categories:

A. Summer programs

B. Youth service programs, as a part of a youth development plan

C. School age care programs

D. School readiness programs

E. Youth after school enrichment programs, to

1. collaborate with and leverage existing community resources that have demonstrated effectiveness
2. reach out to children and youth in the community
3. increase the number of children participating in adult-supervised programs during non-school hours
4. support academic achievement
5. increase skills in technology, the arts, sports and other activities

V. ADULT EDUCATION

Richfield Public Schools may make available to adults, programs in the following categories:

A. Adult basic education - to include English as a Second Language, G.E.D. preparation, skill development, and high school diploma programs

B. Early childhood family education parenting programs

C. General enrichment community education courses

D. Specialized classes and activities for adults with disabilities

VI. RESPONSIBILITIES

The community education director shall be responsible for the development and administration of programs offered through Richfield Community Education. The community education director will also be responsible for coordinating, scheduling, assigning meeting spaces and making other arrangements to accommodate courses.

Adult and youth programs offered through Richfield Community Education are supported by patron fees, local levy, and federal, state and private grants.

Legal References:
Minn. Stat. §123B.51 (Schoolhouses and Sites; Access for noncurricular Purposes)
Minn. Stat. §124D.19 (Community Education Programs; Advisory Council)

~~Minn. Stat. §123B.51 (Schoolhouses and Sites; Access for noncurricular Purposes)~~

Minn. Stat. §124D.20 (Community Education Revenue)

Cross References:
Policy 979: Community Use of School Facilities and Grounds

RATIFIED BY THE BOARD OF EDUCATION: December 8, 1998

REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION:
July 17, 2017

REVISED BY THE BOARD OF EDUCATION: July 11, 2005; August 8, 2017;
September 20, 2021

Formatted: Font: Italic

Formatted: Indent: Left: 0", First line: 0"

Formatted: Indent: Left: 0", First line: 0"

Formatted: Font: Italic

Adopted: _____ *MSBA/MASA Model Policy 901*
Orig. 1995
Revised: _____ *Rev. 2022*

901 COMMUNITY EDUCATION

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. GENERAL STATEMENT OF POLICY

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

A. Maximum use should be made of public school facilities within the school district service area.

B. Educational needs and interest of area residents should be determined periodically.

C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.

D. Area residents should be encouraged to actively participate in program opportunities.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

A. The council shall assist in promoting the goals and objectives of the program.

B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)
Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)
Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

Subject: Resolution Filling a Board Vacancy by Appointment

According to Minn. Stat. 123B.09, the vacancy must be filled by board appointment at a regular or special meeting, and the new board member shall begin their service 30 days after the appointment. The appointed board member will serve out the remaining term until January 1, 2028.

The appointed board member will sign their acceptance and oath of office by September 17, 2026 and attend their first meeting on October 5.

RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

WHEREAS, a vacancy exists in the office of school board member with a term expiring the first Monday in January, 2028; and

WHEREAS, the vacancy occurred January 1 or afterwards in the third year of the vacant term or on any date during the fourth year of the vacant term;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 280, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b,_____

is hereby appointed to fill the vacancy and to serve the remainder of the unexpired term. The appointment shall be effective thirty (30) days after the adoption of this resolution unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) within that thirty (30) day time period.

Approved by Richfield Public Schools this 17th day of August, 2026.

ATTEST:

_____ _____

Eric Carter, Board Chair Ken Liss, Board Clerk

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

Subject: Policies for Annual Review

(Recommended by the superintendent)

Passage upon a single read of the attached policies that are required to be reviewed yearly or every two years. Changes are recommended only for Policy 107: Electronic Use and Communications, Policy 407: Leaves of Absence, Policy 602: School District System Accountability, Policy 716: Public Data and Data Subject Requests and Policy 802: Crisis Management.

All other policies and guidelines included here are recommended for passage with no changes.

Attachments:
Policy 103: Harassment Prohibition
- Administrative Guideline 103.2

Policy 107: Electronic Use and Communications - redlined
- Administrative Guideline 107.1
- Administrative Guideline 107.2

Policy 113: Bullying Prohibition
- Administrative Guideline 113.1
- Administrative Guideline 113.2

Policy 407: Leaves of Absence - redlined
- MSBA Model Policy 410: Family and Medical Leave Policy

Policy 409: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- Administrative Guideline 409.1

Policy 410: Mandated Reporting of Maltreatment of Vulnerable Adults
Policy 541: Student Behavior
- Administrative Guideline 541.1

Policy 602: School District System Accountability – redlined
- MSBA Model Policy 616: School District System Accountability

Policy 716: Public Data and Data Subject Requests - redlined
- MSBA Model Policy 722: Public Data and Data Subject Requests

Policy 802: Crisis Management – redlined
- Appendix: Cardiac Emergency Response Protocol - new

Administrative Guideline 926.3: Language Access Plan – English Version

- Administrative Guideline 926.3: Language Access Plan – Spanish Version

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 to whom someone is, or is perceived of as being, 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. "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, 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)

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 AND 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; October 27, 2025

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

Reviewed: January 22, 2002; April 18, 2005; June 17, 2008; August 16, 2021; September 5, 2023; September 16, 2024

Revised: December 7, 1999; March 17, 2003; August 18, 2014; January 19, 2021; September 6, 2022; October 27, 2025

*****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
   g. offensive or graphic internet or social media posts, including through the use of AI; or
   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 person to stop and walk away if you're able to. 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 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.

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? _____

Did you (or the person harmed) respond to the person who was bullying or harassing? If so, 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:_____	

1

RICHFIELD PUBLIC SCHOOLS

ELECTRONIC USE AND COMMUNICATIONS

I. PURPOSE

The purpose of this policy is to set forth guidelines for access to and appropriate use of the Richfield Public School District's digital technologies and wireless and wired computer network systems. This includes, but is not limited to, acceptable and safe use of District-provided devices for student academic use.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding employee and student access to the District's digital technologies, wireless and wired computer network systems, and software applications, including electronic communications, the District considers its own stated educational mission, goals, and objectives -- digital literacy, fluency, and citizenship, along with electronic information research skills are fundamental to the preparation of citizens and future employees. Access to the District's computer systems and to the internet enables students and employees to explore thousands of resources while communicating and collaborating with people around the world. The school district expects that all users will blend thoughtful use of the District's computer system and the internet throughout curriculum and instruction and will provide guidance to students in their use.

III. DEFINITIONS

A. Communications equipment and networks: includes, but is not limited to, telephones (VoIP), voicemail, fax machines, desktop and laptop computers, Chromebooks, tablets, computer networks, email, and the internet.

B. Electronic communications: The sharing of information and ideas through the use of electronic communications devices and internet applications. Electronic communications may have a permanency like that of paper communication and may be traceable to the sender. Applicable modes of communication include, but are not limited to, telephone/cell phone, voicemail, fax transmissions, computers, software, phone and computer applications, operating systems, computer networks, email, storage media, file transfer protocol (FTP), portable electronic devices, social media, and the internet.

C. Intellectual property: An individual's own thoughts and ideas expressed through a product such as a drawing or written document

which may be viewed in the form of a tangible, "hard copy" such as paper or stored electronically and viewed on a monitor or screen. Student homework and teacher-created curricular items are specific examples.

D. Internet:— A world-wide network of computers.— Internet access is viewed both as an extension of the District's email and as an extension of the schools' digital resources. This includes email, the World Wide Web, social media, streaming media, and other similar electronic content.

E. Copyright:— The exclusive right granted by the federal government to reproduce, publish, and sell the matter and form of a literary, musical, or artistic work. Permission must be received from copyright holders before copyrighted works can be used by others.

F. Fair use: A copyright law doctrine which permits educational organizations and staff rights to legal, non-licensed citation or incorporation of copyrighted materials within the confines of the educational environment for criticism, comment, and instructional purposes.

G. Eligible students: All rights and protections given parents/guardians under this policy transfer to the student when the student reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an “eligible student.” However, the parents/guardians of an eligible student who is also a “dependent student” are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

H. Access: Refers to a staff or student’s rights to hardware and software provided by Richfield Public Schools. Access can be altered or even denied if a user violates this or other Board Policies.

I. Bullying: Refer to Board Policy 113 (Bullying Prohibition Policy)

IV. LIMITED EDUCATIONAL PURPOSE

The District is providing students and employees with access to the District’s digital network system, hardware, and software, which includes internet access. The purpose of the District’s digital network system is more specific than providing students and employees with general access to the internet. District communication systems and resources have limited educational purposes, which include the use of the resources and system for classroom activities, educational research, and professional or career development. Users are expected to use access through the District’s digital network resources and system to further educational and personal goals consistent with the mission of the school district and school policies.— Uses which might

be acceptable to a user's private personal account or equipment on another system may not be acceptable on this limited-purpose system.

V. PROHIBITED USES

A. While not an exhaustive list, the following uses of the District's system, hardware, software, and internet resources or accounts are considered unacceptable:

1. Users will not use the District's system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

   a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

   b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

   c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

   d. information or materials that could cause damage or danger of disruption to the educational process;

   e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the District's system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the District's system to engage in any illegal act or violate any local, state, or federal statute or law.

4. Users will not use the District's system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the District's system software, hardware, or wiring or take any action to violate the District's security– system, and will not use

the District's system in such a way as to disrupt the use of the system by other users.

5. Users will not use the District's system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the District's system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, unapproved labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

   a. This paragraph does not prohibit the posting of employee contact information on the District's website or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

   b. Employees creating or posting school-related digital presences may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

      (1) such information is classified by the District's as directory information and verification is made that the District has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 581; or

      (2) Such information is not classified by the District as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 581.

      In addition, prior to posting any personal contact or personally identifiable information on a school-

related webpage, employees shall obtain written approval of the content of the postings from the building administrator or the District's Director of Marketing & Communications.

c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, "Facebook, X, formerly known as Twitter, Instagram, Snapchat, TikTok, etc."

7. Users will not attempt to gain unauthorized access to the District's system or any other system through the District's system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the District's system may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the District's system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the internet.

9. Users will not use the District's system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the District. Users will not use the District's system to offer or provide goods or services or for product advertisement, except for in the case of school-related fundraisers.

10. Users will not use the District's system to engage in bullying or cyberbullying in violation of the District's Bullying Prohibition Policy 113. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

B. The District has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in unacceptable use of the internet when off District premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular

individuals; threats aimed at teachers or other students; failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; and breaches of school security devices. If the District receives a report of an unacceptable use originating from a non-school computer or resource, the District may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the District computer system and the internet and discipline under other appropriate District policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable internet site, the user shall immediately disclose the inadvertent access to an appropriate District official. In the case of a District employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a District employee, the building administrator.

VI. LIMITATIONS ON SCHOOL DISTRICT LIABILITY

Use of the District's system is at the user's own risk. The system is provided on an "as is, as available" basis. The District will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on District hard drives, cloud services, or servers (physical or virtual), or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The District is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The District will not be responsible for financial obligations arising through unauthorized use of the school district system or the internet.

VII. INTERNET SAFETY

The District will employ technical systems designed to restrict and monitor access to materials harmful to minors, including but not limited to internet filtering systems. Access to systems such as email and social media will be limited to curriculum-related work only.

A. With respect to any of its computers with internet access, the District will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by

minors and adults. The technology protection measures utilized will block or filter internet access to any visual depictions that are:

1. Obscene;

2. Child pornography;

3. Harmful to minors; or

4. Detrimental to, or obstructive of a student's ability to learn in a safe, productive environment.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The District will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and will actively train students on digital fluency, literacy, and cyberbullying awareness and response.

VIII. PRIVACY EXPECTATIONS

A. The District maintains control of the materials on its systems contained in files on the system. Users should not expect privacy in the contents of personal files on the District's systems. Files stored on District computers and servers should not be considered the private property of individuals and may be viewed by supervisory school employees.

B. Routine maintenance and monitoring of District systems may lead to a discovery that a user has violated this policy, another District policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or District policy. In accordance with the Minnesota Student Data Privacy Act (Minn. Stat. 13.32), the District does not regularly nor routinely track student activity in digital environments, unless alerted to a concern of student harm or imminent threat. In such cases, students and/or their families are notified within 72 hours of the alert.

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial, Not Bold

Formatted: Font: (Default) Arial, Not Bold

D. Parents/guardians may have the right at any time to investigate or review the contents of their child's files and email files by way of written request in accordance with Policy: 581: Protection and Privacy of Pupil Records.

E. District employees should be aware that the District retains the right at any time to investigate or review the contents of their files and email files. In addition, District employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).

F. The District will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with District policies conducted through the District's systems.

IX. USER NOTIFICATION

A. All users shall be notified of the District's policies relating to the use of the District's digital network system and internet use.

B. This notification shall include the following:

1. Notification that use of the District's digital network system and internet use is subject to compliance with District policies.

2. Disclaimers limiting the District's liability relative to:

a. Information stored on District hard drives, cloud-based storage, or servers.

b. Information retrieved through District computers, networks, or online resources.

c. Personal property used to access District computers, networks, or online resources.

d. Unauthorized financial obligations resulting from use of District resources/accounts to access the internet.

3. A description of the privacy rights and limitations of school sponsored/managed internet accounts.

4. Notification that, even though the District may use technical means to limit student and staff internet access, these limits do not provide a foolproof means for enforcing the provisions of this responsible use policy.

5. Notification that goods and services can be purchased over the internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the internet is the sole responsibility of the student and/or the student's parents/guardians.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the internet, including electronic communications, is governed by Policy 412: Public and Private Personnel Data, and Policy 581: Protection and Privacy of Pupil Records.

7. Notification that, should the user violate the District's responsible use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the responsible use policy are subordinate to local, state, and federal laws.

X. PARENT/GUARDIAN RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents/guardians bear responsibility for the same guidance of internet use as they exercise with information sources such as television, telephones, smartphones, tablets, personal computers, radio, movies, streaming content, video games, and other possibly offensive media. Parents/guardians are responsible for monitoring their child's use of the District's system and of the internet if the child is accessing the District's system from home or a remote location.

B. Parents/guardians will be notified that their child will be using District resources/accounts to access the internet. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A statement that the Internet Use Agreement must be digitally or physically signed by the user and the parent or guardian prior to use by the student.

4. A statement that the District's responsible use policy is available for parental review on the District website.

XIII. ARTIFICIAL INTELLIGENCE (AI)

A. The use of Artificial Intelligence (AI) tools is common in educational settings and is a rapidly evolving area of interest. We encourage students to take advantage of these tools responsibly to enhance their learning experience. However, it's important to remember the following guidelines:

1. AI-Assisted Original Work: While students are encouraged to utilize AI tools for studying, homework, and researching, any work submitted must reflect the student's own understanding and knowledge. Students should not use AI-generated content as their own without appropriate understanding and processing of the information. This includes AI-created essays, solutions to problems, or any other assignments that are not the result of the student's own intellectual efforts.

2. Responsible Use of AI: Students should not allow other students to copy or use their original work that has been AI-assisted. Sharing AI-generated answers or enabling others to pass off AI-assisted work as solely their own is against ~~our~~ District policy.

3. AI and Plagiarism: Just as copying information from websites or other resources without giving proper credit is plagiarism, using AI-generated content without due acknowledgment or understanding is also a form of plagiarism. Students should not represent AI-generated content as their own original work. Instead, students are allowed and encouraged to use AI tools to help them in the academic process, not as a substitute for their own authentic work.

B. Cases involving academic dishonesty, including misuse of AI, may be handled by the classroom teacher or may be referred to the

Formatted: Indent: Left: 1", Hanging: 0.5", Tab stops: Not at 1"

Formatted: Indent: Left: 1", Hanging: 0.5", Tab stops: Not at 1"

Formatted: Indent: Left: 1", Hanging: 0.5", Tab stops: Not at 1"

administration. Consequences may include, but are not limited to: an assignment being reset, consultation with the media center staff on appropriate and inappropriate uses of AI before any more assignments may be attempted, additional monitoring of student work, limitation of devices and digital resource access.

C. ~~C.~~ We trust in our students' ability to use AI tools responsibly, with the goal of enhancing their learning experience rather than compromising the integrity of their work. As the District works to codify an aligned policy around Artificial Intelligence usage, students and staff agree to the following conditions as violations of acceptable conduct:

1. Creation or distribution of false or misleading content.
2. Impersonation of others
3. Manipulation of academic or personal records.
4. Sharing or exposing any personally identifiable information (PII), including student, staff, or District information, to individuals who do not have explicit authorization or the necessary permissions to access such data.
5. Producing or submitting work that is not their own, including copying content without proper attribution or presenting AI-generated content as original work.

Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial, Not Bold
Formatted: Font: (Default) Arial, Not Bold
Formatted: Font: (Default) Arial, Not Bold
Formatted: Font: (Default) Arial
Formatted: Indent: Left: 1", Hanging: 0.5"
Formatted: Indent: Left: 1", Hanging: 0.5", No bullets or numbering
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial

XIV. IMPLEMENTATION; POLICY REVIEW

A. The District administrators may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent/guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The District's internet policies and procedures are available for review by all parents, guardians, staff, and members of the community on the District website.

D. Because of the rapid changes in the development of the internet, the school board shall conduct an annual review of this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S., 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Formatted: Indent: Left: 0", First line: 0", Tab stops: 0", Left + Not at 2"

Cross References:
Board Policy 103: Harassment Prohibition
Board Policy 109: Distribution of Materials on School Premises
Board Policy 113: Bullying Prohibition
Board Policy 412: Public and Private Personal Data
Board Policy 452: Evaluation and Development of Professional Staff
Board Policy 541: Student Behavior
Board Policy 581: Protection and Privacy of Pupil Records
Board Policy 601: Academic Standards and Instructional Curriculum
Board Policy 607: Online Learning Options
Board Policy 608: Education of Students with Disabilities
Board Policy 610: Selection and Reevaluation of Instructional Material
Board Policy 611: Provision for Alternative Instruction
Board Policy 612: Curriculum Development
Board Policy 616: School Sponsored Student Publications
Board Policy 802: Crisis Management
Employee handbooks, collective bargaining agreements

RATIFIED BY THE BOARD OF EDUCATION: September 16, 1996

REVISED BY THE BOARD OF EDUCATION: August 23, 1999; October 15, 2001; November 20, 2006; December 4, 2007; March 16, 2015; April 19, 2021; September 6, 2022; September 16, 2024

REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: February 5, 2001; August 16, 2021; September 5, 2023; August 18, 2025

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

ELECTRONIC USE AND COMMUNICATIONS

Richfield Public Schools' technology and communication resources are intended for authorized users only. The purpose of these administrative guidelines is to assist in the implementation of Board Policy 107 pertaining to the appropriate usage of these resources.

Inappropriate use exposes Richfield Public Schools to risks including ransomware, virus attacks, compromise of network systems and services, and legal issues. It is the responsibility of every technology resource user to know these guidelines and to conduct their activities accordingly.

A. NOTIFICATION

1. The director of technology shall coordinate with the school principals to develop and distribute site-specific information, which is aligned with these guidelines.

2. Relevant parts of these guidelines shall be distributed to all staff, students, and parents/guardians. They shall also be posted in media centers, computer labs, and flexible learning spaces.

B. DEFINITIONS

1. AUTHORIZED USER – Employees or students of Richfield Public Schools, or visitors specifically authorized by the District.

2. AUTHORIZED USES – All staff are authorized to use technology resources for administration, curriculum development, student instruction, personal productivity and professional development. Students are authorized to use technology resources for school-based programs and activities. Authorized visitors are able to utilize technology resources for school-based programs, school-based activities, or District approved activities.

3. TRAINING – Development opportunities include online, district provided, externally provided, on site and off site instruction.

C. TRAINING

1. TECHNOLOGY STANDARDS – Technology standards shall be periodically updated to include relevant technology expectations for staff. Staff shall have access to training related to professional expectations.

2. NEW STAFF – The director of technology shall coordinate plans to ensure that training is provided for all new staff on network access, network accounts, email accounts, passwords and required information systems. This training shall generally be coordinated and delivered by the District's digital learning coach, technology lead teachers, and media specialists.

3. STUDENT INSTRUCTION – As part of the instructional program, all students will receive instruction on the following as appropriate:

- responsibilities, privacy, and acceptable usage of systems
- web information tools and appropriate search techniques so students will be able to use the internet in an efficient manner
- login and password use for network accounts and email
- accessing grade and attendance information from online systems utilized by the District

D. SETUP AND USE OF COMPUTERS AND THE NETWORK

1. PLATFORM – Use of software platforms and hardware will be limited to those creating specific teaching, learning, and school management benefits.

2. ACCESS CONTROL – All computers or devices connecting to District technology resources shall have access control that restricts the use to authorized persons.

3. CRITICAL AREAS – Critical technology equipment including, but not limited to, telephone cabinets, switches, servers and wiring racks shall be kept in locked areas. This equipment shall include uninterrupted power supplies, surge protection, and environmental controls for temperature and humidity where applicable.

4. STANDARD CONFIGURATION – Hardware and software will be configured by vendors and/or technology support personnel in a known and documented manner that can be easily restored if necessary.

5. NETWORK RESOURCES – Use of the school network shall be in a manner as to conserve the resources of the network. This includes traffic generated on the network, as well as files saved on servers. Individuals are expected to remove old and unnecessary files from network storage. Student files will be deleted 30 days after the end of each school year.

6. PRINTING LOCATIONS – Printers shall be strategically located for ease of use and to reduce maintenance and hardware costs. Document

printing centers shall be the primary location to print documents in excess of 10 pages. These locations will be determined by building administrators. Printing more than 10 pages at a time using a printer other than the printing center may be subject to review by building and department administrators.

7. SCANNING FOR VIRUSES – Virus scanning software shall be installed on all school issued computers with virus definition files kept up-to-date. Non-school issued computers will be restricted to use on a network that is separate from the internal network unless specifically authorized by the director of technology or authorized representative of the technology department.

8. INTERNET AND EMAIL FILTERING – Redundant systems shall be installed to block inappropriate internet sites and email messages. This system shall allow the addition or removal of individual internet sites and email addresses from a list of those to be blocked. Staff may submit requests for changes to the blocking list to the director of technology for consideration by a committee made up of instructional representatives, the director of technology, and a member of the technology department.

9. RESPONSIBILITY FOR INTERNET USE – Each individual has the responsibility to avoid inappropriate sites, and to report any occurrence of inappropriate internet use to building staff or administration. Although systems to block access to inappropriate internet sites are in place, it is not possible to block all sites that may contain inappropriate or undesirable material. If a user inadvertently accesses unacceptable materials or an unacceptable internet site, the user shall immediately disclose the inadvertent access to an appropriate District official. In the case of an employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy.

10. REFORMAT COMPUTERS - District computers will be reconfigured when an employee leaves the District or a computer is reassigned. Files or individual applications may be removed. It is the responsibility of the individual to back up their files before returning their computer for reuse.

11. LIMIT PER PERSON – Staff is limited to a maximum of one computer per user for most user groups and shared computers for others. The director of technology is responsible for designating standard issue technology by employee classification group and for keeping technology up to date.

E. STAFF, STUDENT AND TENANT NETWORK ACCESS AND ACCOUNTS

TECHNOLOGY SUPPORT PROVIDER – The District technology support team shall support network accounts, network resources, passwords and

software/hardware maintenance. Building staff shall report all technology support requests to the technology support provider via the District help desk system. District technology support staff shall initiate or coordinate basic repairs on equipment and/or coordinate requests for repair or network services in a timely manner.

1. DISTRICT ACCOUNTS – User accounts shall be setup as follows:

   - Each user shall be authorized to use the adequate features necessary rather than all available features possible.

   - Accounts shall be accessible via an intranet portal for access in and away from school.

   - Students no longer enrolled in Richfield Public Schools will have limited account access upon leaving the District, and their accounts permanently removed 30 days after being unenrolled or on June 30 of the school year they are last enrolled, whichever occurs first.

   - Staff no longer employed in Richfield Public Schools will have limited account access upon ending employment with the District either voluntarily or involuntarily, and their accounts permanently removed 30 days after ending employment or on June 30th of the school year they are last employed, whichever occurs first.

2. TENANTS' ACCOUNTS – Tenants and other non-authorized users of District facilities desiring access to the network must follow District operating procedures in obtaining and maintaining network access and accounts.

3. LOG OFF – Employees should log out of accounts when finished with their use. Computers should be turned off or locked whenever an employee walks away from their work station. Logged on computers should never be left unattended at workstations.

4. PASSWORDS – Staff and students are expected to use passwords and keep them secure. Automated systems shall periodically expire passwords, yet notify users that passwords are about to expire. Individuals are expected to respect the privacy and security of others. Persons should not watch when others are entering their password. Users should not write passwords where others may access them and should change a password as soon as possible if they suspect someone else knows it. New password creation and management structures such as multi factor authentication (MFA) may be enforced at any time by the District technology department with a 30 day prior notice to affected users.

5. PERSONAL BACKUPS – Storage will be available on District computers or servers to support the instructional activities of staff and students. All

individuals are encouraged to make backups of their important work, since files on District computers cannot be guaranteed.

6. UNAUTHORIZED USE OR ACCESS REVOKING ACCOUNTS – Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the District's system or the internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other applicable District policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

Unauthorized access could include but is not limited to network and email accounts, network administrative functions, computer lab management software, unauthorized internet sites, infrastructure resources, printers, servers, switches, and networking closets.

If unauthorized uses are observed or documented, the following actions may be taken:

- Staff: temporary suspension of an account by an administrator or designee in accordance with provisions of employee contracts.

- Students: network and email privileges may be temporarily suspended by a supervising staff member, or suspended for a period of time not to exceed one (1) school year by building administration according to the school's discipline policies.

7. INTERNET USE AGREEMENT AND DISCLAIMER
The proper use of the internet and the educational value to be gained from proper internet use is the joint responsibility of students, parents/guardians, and employees of the District.

- An internet use agreement form for students must be read and physically or digitally signed by the user and the parent or guardian annually. The internet use agreement form for employees must be digitally signed annually by all employees.

- All users shall be notified of the District policies relating to internet use. Notification shall include:
  - Disclaimers limiting the District's liability
  - A description of privacy rights and limitations
  - Notification that means used to limit student access do not provide a fool proof means for enforcing provisions of this policy
  - Notification that violation of the acceptable use policy may result in revocation of privileges, school disciplinary action or other appropriate legal action

8. PARENT/GUARDIAN OPT OUT OF STUDENT INTERNET USE – Parents/guardians may request alternative activities for their children that do not require internet access or computer use. If parents/guardians exercise this right, the students will have no internet or computer access throughout the District.

F. SOFTWARE

1. LEGAL LICENSING – The District will install and use only legally purchased and licensed software on District computers and servers. The District will purchase software licenses for each computer, site licenses or concurrent use licenses.

2. CURRENT SUPPORTED SOFTWARE – Curriculum software shall be aligned with academic standards and curricular needs based on teacher recommendation and shall be approved by the District teaching and learning staff and the District network staff prior to purchase.

3. INSTALLATION OF DISTRICT-WIDE SOFTWARE – Technology support staff shall load operating system software, District-wide application software, local application software, or peripherals onto District computers or onto district servers.

4. SYSTEM SOFTWARE – System software shall be maintained as the vendor has intended, unless modification is recommended by the District technical staff and approved by District administration.

5. COPYING APPLICATIONS – A software application shall not be copied to another computer without a legal license or procedure to pay for that additional license.

6. HOME SOFTWARE – Use of software applications (purchased for home use by staff or students) on school computers is prohibited. Use of school applications on home computers is prohibited, unless specifically allowed in the software license.

G. ADDING EQUIPMENT BY PURCHASE OR DONATION

1. NETWORK ACCESSIBILITY – Technology equipment purchased or obtained for use by students, teachers, administrators, and/or staff with the capability of fully utilizing network and internet resources, will be considered for both the intended use at the time of purchase and future, undetermined uses.

2. CONSIDERATIONS FOR ADDITIONAL EQUIPMENT – Criteria for identifying computer and network hardware for purchase, or for accepting donated hardware, will include:

- The alignment of the computer hardware to educational outcomes for students and teachers.

- The educational and developmental appropriateness of the hardware.

- The ability of technical support staff to administer and maintain the equipment.

- The ability to operate and communicate with the existing network configuration in place or being developed at the time of acquisition.

- The ability of the District to maintain low total cost of ownership (TCO), to include initial purchase cost, device security, ongoing maintenance costs, costs for necessary and/or desired software, and purchase of replacement parts.

3. APPROVAL PROCEDURES – All purchases of instructional and non-instructional software, computer, and video and media hardware must be approved by the director of technology before being placed in the District's order entry system. The director of technology will also approve re-installation of previously removed software after verification that such software aligns with current curriculum and student objectives, as well as wider District strategic goals.

   All purchases of network infrastructure hardware and software must be approved by the District's technology support department before being placed in the District's order entry system.

   All potential donations of computer technology or equipment must be approved by the director of technology and director of finance before being accepted and added to the District equipment inventory system. Technology support personnel shall assist in the evaluation of donated equipment prior to its acceptance by the District.

4. TECHNOLOGY SPECIFICATIONS – Technology specifications shall be developed and updated at appropriate intervals to reflect current software and workstation requirements for new and donated equipment.

H. HOME USE OF COMPUTERS

1. AUTHORIZED USERS – Current employees and students of the District may, upon completion of proper forms or procedures as developed, use school computer, technology and/or electronics equipment at their home for school use.

2. CHECKOUT PROCEDURES –School technology equipment should not be signed out to any staff or student for home use unless designated as a personal issue device. This is limited to a laptop for staff and a

Chromebook and/or wireless hotspot for students. No other technology should be issued for home use.

I. USE OF PERSONAL DIGITAL DEVICES AT SCHOOL WORKSITES

1. AUTHORIZED USERS – Current employees, students, and authorized visitors of the Richfield Public Schools may, with prior approval, use their personal digital devices for school related tasks on the District's guest network.

2. INSTALLATION, MAINTENANCE AND REMOVAL

   - The date when equipment is added to the District network will be recorded.

   - Personal computers or digital devices shall not be repaired, maintained, nor have other hardware changes or additions provided by District staff.

   - The District is not liable for any damages or loss (including theft) to personal property that may result from the use of personal equipment at the school work site.

J. STAFF USE OF EMAIL, CHAT, VOICEMAIL, PHONE AND FAX

1. ETIQUETTE – Individuals sending messages using District technology such as voicemail and email should keep in mind that they are perceived as a representative of the Richfield Public Schools.

2. VOICE MESSAGES– Voicemail messages are not backed up or archived by network personnel. Messages are automatically deleted after 90 days.

3. STAFF EMAIL AND CHAT - Staff email and chat is archived for a period of three (3) years from the date the message was sent or received.

4. STUDENT EMAIL AND CHAT - Student email and chat, sent or received, is archived for a period of one (1) year from the date the message was sent or received, or upon removal of the account, whichever comes first.

5. MESSAGES ARE NOT PRIVATE – Messages stored on District systems or District authorized systems shall not be considered private property and may be accessed by District administrative employees. This would generally be done to resolve technical problems or at the request of administration.

6. CONSERVE RESOURCES – Individuals should use the voicemail, email and fax systems in a manner to conserve resources

7. AVOID AUTOMATIC FORWARDING – Emails sent to District email addresses should not be setup to automatically forward to external email locations in order to avoid the distribution of sensitive student or employee information.

8. 900 NUMBERS – Calls to 900 numbers shall not be permitted.

K. WEBSITE MANAGEMENT

1. WEBSITES – Schools and District programs shall have the opportunity to post content on the official school and District websites to enhance communication with students, families, and the community. These websites were established within systems agreed upon by the director of marketing and communications, the director of technology, and the District Technology Advisory Committee (DTAC).

   a. Intranet: An internal "intranet" website will be maintained for uses specific to internal Richfield Public Schools authorized users. Technical management of the intranet will be done by the communications department and the technology department. Content for the site will be determined by District administration. Teachers, building staff, and building administration may provide recommendations for additional site content.

2. WEBSITE PUBLISHING RIGHTS – The director of marketing and communications and the director of technology have the responsibility for granting publishing rights to District or school websites. These rights may be extended to employees, students, parents/guardians and/or community members. Training shall be provided to all users prior to granting of publishing rights to ensure effective use of the system, and to emphasize proper etiquette and accepted format to professionally and appropriately represent Richfield Public Schools. Training includes, but is not limited to, ADA compliance in web content, AP Style, and District brand guidelines. Employees should not create public, school-related websites outside of the official school or District websites. Teachers should use school-approved learning management systems for communicating with students and families. If educators or other District staff create Google sites for communication purposes, they should be set to be visible only to District students and staff; they should not be public.

3. WEBSITE CONTENT EXPECTATIONS – Teaching staff, program leaders, and administrators are expected to provide up-to-date website content with information of interest to District staff, students and the community. Expectations shall be developed by the director of marketing and communications and District administration, monitored at the building level by building administration.

4. STUDENT WEBSITES – Student websites will not be provided through the District website structure. However, students may occupy web presences such as blogs, Google Sites, etc. Training shall be provided to students prior to granting publishing rights to ensure effective use of the systems, and to emphasize proper etiquette and industry accepted formats, which appropriately represent Richfield Public Schools. Sites that contain inappropriate content, inaccurate information, or are not a positive representation of Richfield Public Schools will be edited or removed, generally at the recommendation of the director of marketing and communications and the appropriate building or District administrator.

Dated: February 5, 2001

Reviewed: November 4, 2007; April 6, 2015; August 16, 2021; September 6, 2022; September 16, 2024; August 18, 2025

Revised: November 20, 2006; April 19, 2021; September 5, 2023

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

SOCIAL MEDIA

Richfield Public Schools recognizes the continually growing presence and potential social media has in our daily experiences and educational settings. The purpose of this document is to guide social media practices and outline specific expectations that are designed to increase the effectiveness of social media in our educational settings.

A. GENERAL STATEMENT

Information produced, shared, retrieved, or highlighted through the use of social media reaches a magnified audience and has a significant level of impact. As an ever-emerging medium, social media reaches its audiences and establishes its impacts in new ways on a continual basis.

Richfield Public Schools expects that when staff and students use social media in the educational setting, they maintain the highest ethical and educational standards. These guidelines are designed to create an atmosphere of honesty, individual accountability, and safety. Failure to meet or follow these guidelines may result in professional intervention and/ or disciplinary action.

B. DEFINITIONS

1. *Social media*: Social media is defined as any electronic communication program, application, or network that allows communication between and among multiple individuals, allowing individuals to retrieve, share, exchange, and produce information, or allowing individuals to highlight information, whether they created it or not.

C. GENERAL GUIDELINES

The following guidelines are established to meet the expectations in the general statement provisions set forth above. These general guidelines apply to staff and students engaging in the use of social media on school sites or at school-sponsored events and/or on District-provided technology and technology systems. They may also apply to social media that impacts the educational or work environment in a way that impedes any person’s use or enjoyment of the environment or causes disruption or harm.

1. Treat all information and ideas contained in social media as being fully accessible to the public.

2. Treat all information and ideas contained in social media as being subject to all of the District's policies, specifically including discipline, anti-bullying, anti-harassment, and internet usage policies.

3. Treat all information and ideas contained in social media as if it is or could be permanent public information that represents the staff member or student now and in the future.

4. Staff and students must self-identify and may not misrepresent themselves using another person's or organization's identity.

5. Staff and students must follow copyright regulations and give appropriate credit to the source of the information.

6. Post and/or link only appropriate and relevant information that does not violate any District policy relating to the treatment of other individuals.

7. Respond to others with respect and avoid comments that may be hurtful.

8. Communicate without the use of profanity, obscenities, or threatening language.

9. Only accept invitations to share information from people you know and trust.

10. Whenever possible, consider utilizing privacy settings to control access to your information and ideas.

11. Keep passwords and other personal information secure and monitor and track their disclosure.

12. Notify a staff member immediately when coming across inappropriate material, or material that is disrespectful or discriminatory in content or language, or is in violation of any District policy.

D. GUIDELINES FOR EMPLOYEE PERSONAL USE OF SOCIAL MEDIA

The decision to make personal use of social media is left to the discretion of each employee. The District does not affirmatively monitor employee use of social media; however, it may take appropriate responsive action when it becomes aware of, or suspects, conduct or communication on social media that adversely affects the workplace or educational environment or violates applicable professional codes of ethics, law, or District policy. Employees will be held responsible for their disclosure, whether purposeful or not, of confidential or private information; information that violates the rights or privacy of individuals or of a third party, or for the content of anything communicated by the employee on social media. For that reason, employees shall observe the following when using social media:

1. Employees must consider their role as a school employee before posting or communicating content that is obscene, profane, vulgar, harassing, threatening, bullying, libelous, or defamatory, or content that discusses or encourages any illegal or inappropriate use of alcohol, use of illegal drugs, sexual behavior and/or sexual harassment or content that violates District policy, professional ethics, or law.

2. Views expressed on personal social media are the employee's alone and do not necessarily reflect the view of the District. Employees cannot act as an official spokesperson for the District or post comments as a representative of the District, except as authorized by the superintendent or the superintendent's designee. If an employee chooses to personally post on social media any commentary related to the District, the employee assumes all risk associated with the posting. Employees may not state or suggest that their personal messages are endorsed by the District.

3. Employees may not disclose information on social media that is private, confidential or proprietary to the District, its students, or employees or that is protected by data privacy laws.

4. The District recognizes that student groups or members of the public create and use social media representing students or groups within the District. When employees, including coaches/advisors, choose to join or engage with these social media tools, they do so as employees of the District, and thus the guidelines outlined above apply.

5. Employees have a responsibility for maintaining appropriate employee-student relationships at all times. This includes exercising good judgment and professionalism in any interpersonal relationship with students, for the safety of the students online, and responding as required as mandated reporters when applicable. Employees are strongly discouraged from engaging in any social media interaction with students, unless it is through a social media account set up solely to share educational or school-related information. If an employee does engage in a social media interaction with a student, the employee must maintain professional boundaries with students on social media. Employees may not engage in communications with students that give the impression of being peer-to-peer communications, unless the employee and student are related. Employees must not have extensive social involvement or develop personal or private relationships with individual students through social media, unless they are related.

E. DISCIPLINARY MEASURES

When using social media using District resources, including technology and/or wifi, or during the school day, or in a manner that impacts the work or educational environment and may be disruptive or cause harm, students and staff are subject

to all disciplinary policies. Disciplinary consequences are assigned as related to the severity, frequency, and/ or extenuating circumstances of the event. Primary consideration is given to those consequences for students that are educational in nature and designed to bring about the desired change in behavior. The District reserves its right to consider the full range of disciplinary consequences outlined in District policy and/or Minnesota Statute should the circumstances warrant a more stringent disciplinary approach.

F. RESERVATION OF RIGHTS

The District reserves the right to remove individual social media site access from users, as well as content posted in our educational setting and the District social media sites that contain ideas or information that:

1. Provides an unauthorized commercial endorsement.

2. Presents illicit, pornographic, discriminatory, unlawful, misleading, untrue, or malicious content. This includes content intended to or that may bully, demean, intimidate, or harass and content that uses ideas or information in an inappropriate manner.

3. Advocates illegal or illicit activity.

4. Is repeatedly posted information identical or very similar content in a counter-productive manner, including aggressive promotion (spam).

5. Uses ideas or information that are not attributable to a specific source or uses the ideas or information from a specific source without required approval or source citation.

6. Provides little to no academic value.

Dated: April 6, 2015
Revised: April 19, 2021; August 18, 2025
Reviewed: August 16, 2021; September 6, 2022; September 5, 2023; September 16, 2024

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 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. "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 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.

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.

C. Referral to professional school support 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. 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.

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. 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

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

REVISED BY THE BOARD OF EDUCATION: September 4, 2007; August 18, 2014; January 19, 2021; September 5, 2023; September 16, 2024; October 27, 2025

*****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
   g. offensive or graphic internet or social media posts, including through the use of AI; or
   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 person to stop and walk away if you're able to. 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 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.

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? _____

Did you (or the person harmed) respond to the person who was bullying or harassing? If so, 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:_____

1

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 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 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 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.

RICHFIELD PUBLIC SCHOOLS

LEAVES OF ABSENCE

I. PURPOSE

The purpose of this policy is to guide decisions related to requests from employees who desire a leave of absence from work in Richfield Public Schools.

II. GENERAL STATEMENT OF POLICY

A. The board of education recognizes the right of employees to request leaves of absence without pay as provided in the appropriate employee master agreement or policy.

B. Because the absence of an employee impacts the educational program, staff and students, the needs and desires of the employee must be weighed against the needs of the District and the replacement employee.

C. In acting on employee leave requests, the board of education will observe provisions of the appropriate employee master agreements or policy, and applicable state or federal statutes. Consideration will be given to both the reasons for the employees' request and the needs of the District. Where needs are in conflict, however, concerns relating to the overall educational program will take precedence.

D. The District will coordinate all applicable leaves to run concurrently to the extent allowable under the law.

E. For the purposes of this policy, "year" is defined as the 12-month period measured forward from the date an employee's first leave is to commence.

III. FACTORS TO BE CONSIDERED

Multiple factors will be considered in acting on leave of absence requests, including but not limited to the following:

A. The stated reason(s) of the employee in requesting a leave;

B. Relevant provisions of the appropriate employee master agreement, policy, or statute;

C. Length of service to the District of the employee applying for the leave;

D. Record of previous leaves taken by the employee;

E. Availability of qualified staff to replace the employee and the potential for turnover among replacement employees during the period of the leave of absence;

F. Number of other employees in the same category currently on leaves of absence;

G. Timing of the leave in order to minimize disruption to the operation of district programs;

H. Potential benefits to the District of granting the leave;

IV. GUIDELINES TO BE USED IN GRANTING LEAVES OF ABSENCE

A. Normally, the length of an approved leave of absence shall not exceed one (1) year. In extenuating circumstances, an extension of one (1) additional year may be granted for a maximum of two consecutive years of leave.

B. An unpaid leave of absence for child care shall generally be limited to a maximum period of 18 months coinciding with the birth or adoption of the employee's own child.

C. When an unpaid leave of absence is requested in conjunction with another leave of absence, such as a child care leave of absence, the total time of absence from work for all leaves shall not exceed two (2) consecutive years, or longer if necessary to have the ending point of the leave coincide with a break in the school calendar.

D. The maximum duration of an extended leave of absence for teachers pursuant to M.S. §122A.46, Subd. 2. must be determined by mutual agreement of the board and the teacher at the time the leave is granted and shall be at least three, but no more than five, years. An extended leave may be granted to teachers who have been employed by the District for at least five years and who have at least ten years of allowable service in Minnesota.

E. Intermittent leave must be used in increments of one half day or one full day, except for intermittent leave taken in accordance with the Family and Medical Leave Act (FMLA). Intermittent leave is limited to a total of 480 hours. Any leave taken beyond 480 hours within a year must be continuous leave.

F. To the extent allowable under law, any requests for changes to a previously approved leave will be considered on a case-by-case basis.

V. LEAVES OF ABSENCE FOR CLASSIFIED PERSONNEL

A. Military Leave

Any classified employee who is a member of an armed forces reserve organization and who is called up for training or active duty shall be paid the difference between the pay received for such military duty and the rate regularly paid by the District, for a period of up to fifteen days in any calendar year. Moreover, the employee shall not lose seniority status, vacation, sick leave, or any benefits while engaged in such period of training or active service. This payment will be limited to fifteen days per year and will be paid upon presentation of a certificate of satisfactory performance of said duties. Longer leaves of absence without pay and reinstatement rights for an employee called to active service in time of war or other emergency declared by proper authority, shall be governed by state law.

B. Emergency Leave

An employee may request a leave of absence, without pay, in cases of prolonged illness or other emergencies, such as household accidents, long-distance travel for family events, or weather-related travel delays. An employee granted an emergency leave of absence shall suffer no loss of seniority or job rights and shall return at the same salary status as prevailed when the leave was granted.

C. Jury Duty

An employee absent from their duties because of jury duty shall be paid the difference between their normal salary and that remuneration received for such jury duty. The continuation of normal salary is subject to the reimbursement to the District of the amount paid by the court for services rendered.

VI. DISSEMINATION OF POLICY

A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.~~This policy shall be conspicuously posted in each District building in areas accessible to employees.~~

B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References:
Minn. Stat. §122A.46 (Extended leaves of absence)
Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
Minn. Stat. 192.26, Subd. 1: (State and Municipal officers and employees not to lose pay while on military duty)
Minn. Stat. 192.261 (Leaves of Absence)
Minn. Stat. 268B (Minnesota Paid Leave Law)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

RATIFIED BY THE BOARD OF EDUCATION: March 15, 1999

REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: June 11, 2012; August 16, 2021; September 5, 2023; September 16, 2024; August 18, 2025

REVISED BY THE BOARD OF EDUCATION: January 7, 2002; January 4, 2021; September 6, 2022; January 5, 2026

410 FAMILY AND MEDICAL LEAVE POLICY

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

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA).

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA.

III. DEFINITIONS

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and

2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code, section 101(a)(13)(B).

B. "Covered servicemember" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least twelve (12) months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or

necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations.

While the twelve (12) months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.

E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:

1. a military medical treatment facility as an outpatient; or

2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven (7) calendar days or less) of a covered military member;

2. to attend military events and related activities of a covered military member;

3. to address issues related to childcare and school activities of a covered military member's child;

4. to address financial and legal arrangements for a covered military member;

5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;

6. to spend up to fifteen (15) calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;

7. to attend post-deployment activities related to a covered military member;

8. to address care needs of a covered military member's parent who is incapable of self-care; and

9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or

2. continuing treatment by a health care provider.

I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

J. "Veteran" has the meaning given in 38 United States Code, section 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of twelve (12) work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one (1) or more of the following reasons in accordance with applicable law:

a. birth of the employee's child and to care for such child;

b. placement of an adopted or foster child with the employee;

c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;

d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or

e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

[NOTE: An employer is permitted to choose any one of the following methods for determining the 12–month period in which the twelve (12) weeks of FMLA leave entitlement occurs: (a) the calendar year; (b) any fixed 12–month leave year, such as a fiscal year, a year required by

State law, or a year starting on an employee's anniversary date;(c) the 12–month period measured forward from the date any employee's first FMLA leave; or (d) a "rolling" 12–month period measured backward from the date an employee uses any FMLA leave. It is recommended, however, that school districts use the 12-month rolling measurement as it prevents employees from stacking 12-week leave entitlement that could occur if, for example, a calendar or fiscal year is utilized. Where a calendar, fiscal or similar period is used, an employee could use twelve (12) weeks at the end of the period and then again at the beginning of the period, providing an entitlement to a leave of twenty-four (24) consecutive weeks. If a school district changes its definition of a "year" in this policy, it must give employees notice of at least sixty (60) days before implementing this change.]

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.

5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:

   a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

   b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five (5) years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

      (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or

      (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of fifty (50) percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

      (3) a physical or mental condition that substantially impairs the

covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

(4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

6. Eligible spouses employed by the school district are limited to an aggregate of twelve (12) weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one (1) spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Subparagraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within fifteen (15) days from the date of the request or as soon as practicable under the circumstances.

9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Subparagraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give thirty (30) days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under Subparagraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

    The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of twenty-six (26) work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of twenty-six (26) work weeks of leave under Paragraphs IV.A. and IV.C. above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends twelve (12) months after that date.

4. Eligible spouses employed by the school district are limited to an aggregate of twenty-six (26) weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of

a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within fifteen (15) days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Subparagraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.

B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than twenty (20) percent of the workdays in the leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or

2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five (5) weeks before the end of a semester and it is likely the leave will last at least three (3) weeks, the school district may require that the leave be continued until the end of the semester.

2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five (5) weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two (2) weeks or if the employee's return from leave would occur during the last two (2) weeks of the semester.

3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three (3) weeks of the

semester and the leave will last more than five (5) working days, the school district may require the employee to continue taking leave until the end of the semester.

4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

VI. OTHER

A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.

B. This policy will be reviewed at least annually for compliance with state and federal law.

[NOTE: The school board may choose a review cycle for this policy.]

Legal References: 10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: None

RICHFIELD PUBLIC SCHOOLS

MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of Richfield Public Schools to fully comply with Minn. Stat. Ch. 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of the event.

B. "Child" means one under age 18. and, for purposes of Minn. Stat. Ch. 260C (Juvenile Safety and Placement) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).

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

D. "Mandated Reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

F. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical care, or other care required for the child's physical or mental health when reasonably able to do so;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety or the basic needs or safety of another child in their care;

4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;

5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minn. Stat. § 260C.007, subd. 6, clause (5);

7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or

8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment care of disease or remedial care of the child in lieu of medical care.

G. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

H. "Physical Abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following:

1. throwing, kicking, burning, biting, or cutting a child;

2. striking a child with a closed fist;

3. shaking a child under age three;

4. striking or other actions which result in any nonaccidental injury to a child under 18 months of age;

5. unreasonable interference with a child's breathing;

6. threatening a child with a weapon, as defined in Minn. Stat. § 609.02, subd. 6;

7. striking a child under age one on the face or head;

8. striking a child who is at least age one but under age four on the face or head, which results in an injury;

9. purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances;

10. unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or

11. in a school facility or school zone, an act by a person responsible for the child's care, that is a violation under Minn. Stat. § 121A.58.

I. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

J. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or childcare services.

K. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, ~~s~~ Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, ~~s~~ Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual

abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b (a) or (b) (Registration of Predatory Offenders).

L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction; (2) been found to be palpably unfit under Minnesota Statutes, section 260C.301, subdivision 1, paragraph (b), clause 3, or a similar law of another jurisdiction; (3) committed an act that resulted in an involuntary termination of parental rights under Minnesota Statutes, section 260C.301, or a similar law of another jurisdiction; or (4) or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction.

IV. REPORTING PROCEDURES

A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include their name and address in the report.

B. An oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.

C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of

the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.

H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

I. The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV.A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE. Administrative Guideline 409.1 provides additional information regarding reporting suspected maltreatment in schools by school employees.

V. INVESTIGATION

A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the

alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded. If the investigator is a police officer, Board Policy 977 and Guideline 977.1 will be followed.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged offender is believed to be a school official or employee, the school district shall additionally conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act,

Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded. If the investigator is a police officer, Board Policy 977 and Guideline 977.1 will be followed.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A, shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall appear in school personnel handbooks where appropriate.

B. The District will develop a method of discussing this policy with school personnel. The District will also review the mandated reporting process along with this policy annually with new staff and at least every five years. Additionally, a review would occur upon significant statutory changes leading to a change in practice.

C. This policy shall be reviewed at least annually by the superintendent or designee for compliance with state law.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act),
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd.6, clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. § 260D (Child involuntary Foster Care for Treatment)
Minn. Stat. § 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd.6 (Definitions–Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions–Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions–Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References:
Board Policy 410: Mandated Reporting of Maltreatment of Vulnerable Adults
Board Policy 977 and Guidelines 977.1: Cooperation with Law Enforcement Agencies

RATIFIED BY THE BOARD OF EDUCATION: August 4, 2003

REVISED BY THE BOARD OF EDUCATION: May 5, 2008, May 6, 2019, August 17, 2020; September 6, 2022; August 18, 2025

REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: August 16, 2021; September 5, 2023; September 16, 2024

RICHFIELD PUBLIC SCHOOLS

MANDATED REPORTING OF CHILD MALTREATMENT IN SCHOOLS

I. PURPOSE

The purpose of these administrative guidelines is to provide additional guidance regarding the reporting of child maltreatment in schools by school employees.

II. RESPONSIBILITY AND AUTHORITY OF MINNESOTA DEPARTMENT OF EDUCATION

Minn.Stat. §626.556 Subd. 3b, as revised in 1999, designated the Minnesota Department of Education (MDE) as the agency responsible for assessing or investigating allegations of child maltreatment in schools as defined by Minn. Stat. §120A.05 Subd. 9, 11, and 13 and Minn. Stat. §124D.10 M.S.

MDE and law enforcement are responsible for assessing and investigating reports of suspected maltreatment of school children in schools. In conducting its assessments and investigations, MDE has the same broad powers and duties as local social service agencies when conducting child maltreatment investigations. This includes access to relevant information necessary to conduct the assessment or investigation, as authorized by Minn. Stat. §626.556, Subd. 10b.

MDE has a right to access educational data and personnel data when needed for maltreatment investigations, pursuant to Minn. Stat. §13.32, Subd.3(n), and 13.43, Subd. 14.

III. REPORTING SUSPECTED CHILD MALTREATMENT IN SCHOOLS

Professionals or professionals' delegates engaged in education are legally mandated to report known or suspected maltreatment of minors, including instances of maltreatment that occur at school. If the known or suspected maltreatment occurred at school, it may be reported to one or more of the following: (1) local law enforcement (Hennepin County Sheriff's office or Richfield Department of Public Safety), (2) Hennepin County Social Services, and/or (3) MDE. A form for reporting to MDE is appended. Employees are also expected to inform a school administrator of known or suspected maltreatment that occurs at school, to allow the district to take appropriate action. However, a report to the school administrator does not satisfy the statutory requirement to report to local law enforcement, social services or MDE. School Administrators, Social Workers, Counselors, or other Professionals may partner in reporting in suspected maltreatment, however, the employee taking the initial report is legally considered to be the mandated reporter.

Additional information about mandated reporting of child maltreatment can be found on the MDE website (education.state.mn.us) under Accountability Programs

IV. TRAINING SCHOOL STAFF

1. As part of their orientation to Richfield Public Schools, all new staff are informed by their supervisor of their legal responsibility to report all suspected abuse or neglect of children or vulnerable adults.

2. RPS Administration will provide ongoing support and training to staff in the awareness of mandated reporting requirements and the implementation of this policy annually with new staff and at least every five years. Additionally, a review would occur upon significant statutory changes leading to a change in practice.

3. RPS Administration will develop and implement additional procedures and training to support administrators, social workers and additional professionals in the implementation of mandated reporting guidelines and the policy.

Dated: August 4, 2003
Reviewed: August 17, 2020; August 16, 2021; September 6, 2022; September 5, 2023; September 16, 2024; August 18, 2025
Revised: May 5, 2008; May 6, 2019

RICHFIELD PUBLIC SCHOOLS

MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to fully comply with Minn. Stat. §626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

B. "Vulnerable Adult" means any person 18 years of age or older who:

1. is a resident or inpatient of a facility, ;
2. receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2);;
3. receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or
4. regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

C. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

D. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.

Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult.

Neglect does not include actions specifically excluded by Minn. Stat. §626.5572, Subd. 17.

E. "Abuse" means:

1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of:
    a. assault in the first through fifth degrees as defined in sections 609.221 to 609.224;
    b. the use of drugs to injure or facilitate crime as defined in section 609.235;
    c. the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and
    d. criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451.

    A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.

2. Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following:
    a. hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult;
    b. use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening;
    c. use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult

from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and

d. use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825.

3. Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.

4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minn. Stat. §626.5572, Subd. 2.

F. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult.

Financial exploitation also includes:

1. the willful use, withholding or disposal of funds or property of a vulnerable adult;
2. the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult;
3. the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and
4. the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caretaking services of vulnerable adults.

I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports. .

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. §13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against the vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall appear in school personnel handbooks where appropriate.

B. The school district will develop a method of discussing this policy with school personnel. District will also review mandated reporting process along with this policy annually with new staff and at least every five years for staff working with adults. Additionally, a review would occur upon significant statutory changes leading to a change in practice. This policy shall be reviewed at least annually by superintendent or designee for compliance with state law.

Legal References:

Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. §609.234 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. §626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. §626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References:

Board Policy 103 (Harassment Prohibition)
Board Policy 409 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

RATIFIED BY THE BOARD OF EDUCATION: August 4, 2003
REVISED BY THE BOARD OF EDUCATION: May 5, 2008; May 6, 2019
REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: August 17, 2020; August 16, 2021; September 6, 2022; September 5, 2023; September 16, 2024; August 18, 2025

RICHFIELD PUBLIC SCHOOLS

STUDENT BEHAVIOR

I. PURPOSE

A. Richfield Public Schools recognizes that appropriate school behavior is critical to academic success and a safe and vibrant learning community. Teaching and learning appropriate school behavior is the task of all staff, students, and parents/guardians. Working together to establish and maintain high standards of behavior and a school culture that respects and accepts differences is a shared responsibility.

B. Effective discipline:

1. Is meant to be educational. Behavior expectations should be proactively taught to students and continuously reinforced.
2. Considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior.
3. Includes building relationships, repair of harm and restoring relationships, teaching skills and accountability, and restorative practices to re-engage students in their learning community.
4. Maximizes the amount of student and staff time and attention spent on teaching and learning.
5. Seeks to minimize the amount of student instruction time lost as a result of removal from classes due to misbehavior.

C. Richfield Public Schools is responsible to ensure a safe and orderly learning and working environment for all students and staff. The District asks parents/guardians and families to partner in teaching and supporting appropriate school behavior to maximize the academic success of their students.

II. GENERAL STATEMENT OF POLICY

A. Responses to student behavior will be reflective of Richfield Public Schools' stated beliefs, including the following:

1. Quality education requires cooperation and partnership among students, home, school, and community.
2. A safe, supportive, and engaging environment promotes learning.
3. Expectations and effort influence performance.
4. Learning about and respecting individual differences fosters unity and strengthens community.

5. Each person can learn and deserves to learn, and learning is everyone's responsibility.
6. Core values such as caring, honesty, respect and responsibility must be developed.
7. There is strength in cooperation, collaboration and healthy competition.
8. Adults are capable of controlling their own behavior and can model expectations for students through self-regulation.

III. RESPONSIBILITIES

A. The superintendent, in collaboration with the school board and district administration, is responsible for:

1. providing directives to enforce this policy;
2. establishing high standards of behavior for students;
3. analyzing behavior data overall as well as disaggregated by student group (race, gender, disability, etc.) to identify disproportionalities and respond appropriately;
4. identifying adequate means for the documentation of behavior responses and the analysis of behavior data;
5. engaging appropriate community resources and identifying appropriate training for staff, student, parents and community partners;
6. leading the District to maintain a culture that respects and accepts differences.

B. The principal or administrative designee is responsible for:

1. leading the collaborative development of the school's behavior and restorative practices plan;
2. ensuring that annual notices are given to students, parents/guardians and staff;
3. communicating the school behavior expectations to students and parent/guardians at the beginning of the school year;
4. communicating with teachers after responding to a student being removed from the classroom;
5. communicating with parent/guardians when responding to student behavior concerns when the student is removed from class;
6. ensuring that teachers are appropriately implementing the school behavior plan and following individualized behavior plans for specific students;
7. developing and sustaining partnerships with identified community resources;
8. leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
9. reporting behavior data at least annually to their school community;
10. reviewing behavior data with the superintendent or other District leadership no less than annually;
11. leading the school to maintain a culture that respects and accepts differences.

C. Teachers are responsible for:

1. leading the development of the classroom behavior and restorative practices standards and procedures aligned to the District and building expectations;
2. ensuring that all students are taught the expected school behavior in their classroom and throughout the school;
3. participating in identifying students using data-driven methods that would benefit from additional support from school and community resources;
4. Participating in implementation of the school behavior plan and restorative practices;
5. participating in data review, necessary training, and analysis of behavior data to improve student outcomes;
6. communicating with students when behavior interferes with learning;
7. communicating with parent/guardians when there is a pattern of student behavior;
8. working together with other staff and students to maintain a school culture that respects and accepts differences.

D. Non-classroom school staff members are responsible for:

1. implementing with consistency the District behavior standards and school behavior standards;
2. supporting and celebrating positive student behaviors and addressing negative behaviors when observed;
3. participating in training and analysis of behavior data to improve student outcomes as directed by the principal or site administrator;
4. working together with other staff and students to maintain a school culture that respects and accepts differences.

E. Parents/guardians are responsible for:

1. partnering with their student's schools to know and implement with consistency the District behavior standards and school and classroom rules to improve their student's outcomes;
2. helping their student learn the behavior standards of their schools and classrooms;
3. working collaboratively with school staff and their student to respond to and resolve behavior issues.

F. Students are responsible for:

1. learning the behavior expectations of the District, their school and their classrooms;
2. taking personal responsibility and accountability for their behavior as they are able;

3. working to improve the relationships they have with their peers, their teachers and with other school staff;
4. working together with their peers, their teachers and with other school staff to maintain a school culture that respects and accepts differences.

IV. DEVELOPMENT AND COMMUNICATION OF BEHAVIOR STANDARDS

The District is committed to teaching all students and to ensuring that students' learning is not disrupted by the behavior of others. The District is committed to taking actions to provide a safe learning environment for all students, and a safe working environment for all staff.

A. The superintendent shall report behavior data to the schoolboard no less than annually.

B. Building principals shall review behavior data with the superintendent no less than annually.

C. Every school shall establish and teach behavior expectations and responses to student inappropriate behavior that are consistent with this policy and accompanying administrative guidelines, and directives from the superintendent. All school staff shall receive training on the school's plan.

D. Every classroom shall establish behavior standards and norms within the District's policy, the superintendent's directives and the school's behavior plan with participation from the students in the classroom. All students shall be taught the behavior standards established.

E. Every school employee shall demonstrate high standards of behavior that model appropriate school behavior, including communicating with staff and students in a respectful manner, and shall monitor and respond to student behavior.

F. Every school shall examine discipline data to ensure that responses to student behavior do not show evidence of bias or discriminatory behavior. Schools shall also use behavior data to identify and provide additional training to staff and students; and to provide effective interventions for students to improve student outcomes.

G. Student age, developmental stage and individual needs based on culture, language or disability, or other relevant factors, shall be considered in determining the appropriate response to behavior.

H. Behavior standards for students with an Individualized Education Program ("IEP"), Individual Accommodation Plan ("IAP/504 Plan") shall be supported by the terms of

the accommodations of their written program or plan to the extent they differ from the district policy, regulations and school plan.

I. The District will make this policy and accompanying administrative guidelines available on the District's website and they also shall be available upon request in each principal's office. The school board encourages use of a variety of media to increase awareness.

J. Students and parents/guardians shall receive notice of classroom rules established by their classrooms.

K. The District will report to the Minnesota Department of Education all measures of disciplinary data that are required by statute.

V. DISCIPLINE COMPLAINT PROCEDURE

Students, parents/guardians and District staff members may file a complaint and seek corrective action with this policy is not being implemented appropriately or is being discriminately applied.

A. The District must provide parents/guardians with instructions for filing a complaint.

B. All parties involved must be allowed to submit additional information related to the complaint.

C. An investigation into the complaint must begin within three (3) days of receiving the complaint. The principal or designee of the school where the discipline occurred will manage the investigation and keep a record of the relevant information.

D. The principal or designee will issue a written determination to the complainant that addresses each allegation and contains findings and conclusions.

E. If the investigation finds that this policy was not implemented appropriately, a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance in the future will be put into place.

F. Reprisals or retaliation against any person who asserts, alleges, or reports a complaint is prohibited. The District will apply appropriate consequences for any person who engages in reprisal or retaliation.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §121A.40 *et seq.* (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. §121A.58 *et seq.* (Discipline, All Students)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

RATIFIED BY THE BOARD OF EDUCATION: July 15, 1963

REVISED BY THE BOARD OF EDUCATION: September 18, 1978; November 15, 1982; June 18, 1984; June 6, 1994; November 20, 1995; February 7, 2000; February 20, 2001; April 21, 2003; March 15, 2004; June 17, 2008; July 15, 2019; May 6, 2024

REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: August 17, 2020; August 16, 2021; September 6, 2022; September 16, 2024; August 18, 2025

ADMINISTRATIVE GUIDELINE 541.1
STUDENT BEHAVIOR

I. PURPOSE

This administrative guideline applies to student behavior in school, on school property, in and around school vehicles, and at school-sponsored events both within and outside Richfield Public Schools, and both during and outside of the school day. The goal of Richfield Public Schools is to provide students a safe school environment to promote academic success and a vibrant learning community. Fair and appropriate implementation of the student behavior policy is important to this goal, and every interaction between staff and students matters. Richfield Public Schools also recognizes that removal from instruction can work against the academic achievement of students, and should be avoided whenever possible. The purpose of this administrative guideline is to establish the system of classification of student behaviors and administrative responses to those behaviors.

II. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title I services or reading interventions, and alternative education services.

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a student's parent to withdraw a student from the District to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

III. GENERAL STATEMENT OF REGULATION

A. All responses to student inappropriate behavior should include elements of teaching or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior.

B. Alternatives to removal from instruction will be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by a referral out of the classroom, or the referral out of the classroom is required by law. Alternatives to removal will be utilized within the classroom and may include a variety of methods and classroom management strategies.

C. Opportunities for students to repair relationships affected or harmed by their behavior shall be offered as part of the response to behaviors. Where the student has been

removed from the classroom for any amount of time, opportunities to repair relationship should be provided.

D. Responses to student behavior should be free from bias and discrimination.

V. LEVELS AND RESPONSES

Inappropriate conduct varies. It may disrupt a learning environment, cause injury to oneself or others, damage personal or public property, violate school regulations or civil laws, or have several impacts simultaneously. Similarly, a single infraction can range from very minor to very serious. Accordingly, individual circumstances must be considered in every case and responses to conduct must be fair, equitable, and proportionate.

A. Levels of student behavior are established as indicated in the RPS Behavior Levels and Responses chart which accompanies this administrative guideline, and are organized in five levels as follows. The levels of behavior are not linear but progressive in response to behavior.

1. Level 1 behavior incidents are minor in effect and are addressed at the classroom level. The staff response is to first self-regulate and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Staff members are expected to use a variety of teaching and management strategies.
2. Level 2 behavior incidents are also minor in effect and are usually addressed at the classroom level. The staff response is to first self-regulate and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Level 2 behavior incidents include:
    a. repeated or significant incident(s) of Level 1;
    b. unexpected behavior towards another student, staff, volunteers, etc;
    c. behavior that is generally managed with a brief strategy by an adult present in that setting, and may include additional brief contact with support staff such as a dean, social worker, student engagement specialist, campus supervisor or other trusted adult.
3. Level 3 behavior incidents are more serious in effect and are usually addressed outside the classroom by the student support team. These actions aim to correct behavior by stressing the seriousness of the behavior while providing access to educational programming.
4. Level 4 behavior incidents have a more serious impact and are addressed outside the classroom by school administration and possibly, additional district-level support. These strategies or responses focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.
5. Level 5 behavior incidents are the most serious in effect and require the principal to notify the superintendent or designee. Furthermore, in consulting with the superintendent or designee, these behaviors may result in the potential for police

notification and potential expellable offenses. The focus is on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

B. Exclusion from Recess

Excluding or excessively delaying a student from participating in a scheduled recess period is not an allowable consequence for student behavior unless:

1. The student causes or is likely to cause serious physical harm to other students or staff; or
2. The student's parent/guardian specifically consents to the use of exclusion from recess as a consequence; or
3. For a student receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

A student may not be excluded from recess based on incomplete school work.

School staff must make a reasonable attempt to notify a parent/guardian within 24 hours of withholding recess.

The District must compile information on each instance of withholding recess, including the student's age, grade, gender, race or ethnicity, and special education status. This information will be available to the public upon request.

Excluding or excessively delaying a student from participating in scheduled mealtimes is prohibited.

VI. RESTRICTIVE PROCEDURES

A. The District must report data to the Minnesota Department of Education on its use of any restrictive procedures used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding or seclusion. This includes restrictive procedures used by an unauthorized or untrained staff person.

B. Beginning in the 2024-2025 school year, the District must also report data to the Minnesota Department of Education on its use of any restrictive procedures on a student without a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding or seclusion. This includes restrictive procedures used by an unauthorized or untrained staff person.

VII. PROCEDURES FOR DETECTING AND ADDRESSING CHEMICAL ABUSE

A. Any District staff member who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on school premises or involved in school-related activities, shall notify a school administrator as soon as practicable.

B. Each school will have a method for students to anonymously report when they have knowledge that a student is using, possessing, or transferring alcohol or a controlled substance while on school premises or involved in school-related activities.

C. The Student Teacher Assistance Team (STAT) is responsible for addressing reports of students whose academic performance is being negatively affected by repeated incidents of using, possessing, or transferring alcohol or a controlled substance while on school premises or involved in school-related activities. Within 45 days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse. As appropriate, the team may recommend drug prevention activities such as counseling, mentoring, referral services, and other student assistance practices and programs.

D. Any searches for alcohol or controlled substances will adhere to Policy 543: Search of Student Lockers, Desks, Personal Possessions, Student's Person, Motor Vehicles, and All Other Locations.

VIII. PROCEDURES FOR OUT OF SCHOOL REMOVALS

A. Administrative Conference

If a student is assigned an out of school removal from instruction for conduct which materially disrupts the rights of others to an education, but where the student does not present an immediate and substantial danger to self, other students, staff or school property, an informal administrative conference must be held with the student unless the student has already left the school grounds.

If a student is assigned an out of school removal from instruction for conduct which reasonably can be believed to cause an immediate and substantial danger to the student, other persons or school property, the student may be removed from the premises without an initial informal administrative conference; however, the student shall be afforded an opportunity to at the earliest possible time to participate in the informal administrative conference.

An informal administrative conference may be held by phone or at an off-campus site if the student presents an immediate or substantial danger to the school.

B. Notification

The principal or designee shall make reasonable efforts to promptly notify the parents of students assigned an out of school removal from instruction.

The principal or designee shall ensure that a written notice containing the grounds for the out of school removal, the known facts, known testimony, a readmission plan and a copy of the *Pupil Fair Dismissal Act* is personally served upon the student at or before the time of the out of school removal from instruction is to take effect at the informal administrative conference. If the informal administrative conference is delayed because removal from instruction was for conduct which reasonably could be believed to cause an immediate and substantial danger to the student, other persons or school property, the written notice shall be given to student at the informal administrative conference when it is held.

The written notice shall also be served upon the parent/guardian, either in person or by certified mail within forty-eight (48) hours of the out of school removal from instruction.

The principal or designee shall notify the Executive Director of Special Programs of any suspensions lasting three days or more for review.

C. Continued Responsibility for Education

School administration must allow the student the opportunity to complete all school work assigned during an out of school removal from instruction and to receive full credit for satisfactorily completing the assignments. The school principal or building leader is encouraged to designate a staff member as a liaison to work with the student's teachers to allow the student to receive timely course materials and other information and to complete daily and weekly assignments and receive teachers' feedback.

Educational services provided during an out of school removal from instruction must be adequate to allow the student to make progress toward meeting graduation standards and help prepare the student for readmission.

The school's continued responsibility for education of the student also applies to students who have been expelled or who have a pupil withdrawal agreement until the student has been enrolled in a new district. Students in this circumstance are still eligible to receive school-based mental health services, and parents/guardians will be informed about accessing community mental health services.

D. Readmission to Instruction

Prior to or after an out of school removal from instruction, the principal or designee shall require the student's attendance at an informal administrative conference prior to the return to classes. Such conferences shall be noticed to the parents/guardians of the student, who are encouraged to attend the conference.

For any out of school removal from instruction, the principal or designee shall prepare a written readmission plan. The proposed plan may include procedures for the student's return to school and classes. The proposed plan also may include provision for an alternative program, which may include, but is not limited to:

1. make-up school work;
2. assigned homework;
3. changes in assigned courses or classroom;
4. changes in student's schedules;
5. provision of tutorial service;
6. provision of student support services,
7. provision of information concerning mental health or other community supports;
8. reassignment to a different educational setting.

If a reassignment to a different educational setting is proposed, the principal shall follow District procedures for reassignment, and the due process rights of the student shall be observed.

The informal administrative readmission conference may be held by phone or at an off-campus site if necessary to meet the needs of the student.

E. Consecutive Removals

Out of school removals from instruction may not be imposed consecutively upon the same student for the same course of conduct, or incident of behavior, except where the student poses an immediate and substantial risk of danger to the student or to persons or property around the student. Whether or not an immediate and substantial risk of danger exists shall be determined by the principal or designee. Notice of the extension shall be given following the same procedure as the initial notice of the removal from instruction.

An out of school removal from instruction may not be extended solely due to the inability or refusal of a parent/guardian to participate in a readmission conference.

Up to two (2) five (5) day suspensions (total of ten school days) may be imposed if the principal determines that the student continues to present an immediate and substantial risk of danger.

A third five (5) day suspension may be imposed only if the District is proposing expulsion or exclusion and the superintendent has been notified.

Whenever a removal from instruction exceeds five (5) days, an alternative instruction program such as those identified in Paragraph V.C shall be provided to the student.

IX. PARTICIPATION IN COMPETITIVE ACTIVITIES

In order to participate in activities governed by the Minnesota State High School League (MSHSL), students must adhere to MSHSL rules and requirements. Student violations of the MSHSL Student Code of Responsibilities may result in ineligibility to participate in MSHSL activities for a period of time as determined by the school principal.

Students who are suspended from school cannot participate in MSHSL activities during the period of suspension and may be ineligible to participate for an additional period of time following the suspension as determined by the school principal.

The MSHSL has established specific penalties for students who engage in sexual, racial or religious harassment or hazing.

Legal References:
Minn. Stat. §121A.40 *et seq.* (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.611 (Recess and Other Breaks)

Cross References:
Policy 103: Harassment Prohibition
Policy 108: Hazing Prohibition
Policy 110: Chemical Use/Abuse
Policy 113: Bullying Prohibition
Policy 116: Equity
Policy 543: Search of Student Lockers, Desks, Personal Possessions, Student's Person, Motor Vehicles, and All Other Locations
MSHSL Official Handbook

Dated: 1975
Revised: 1979; 1982; 1984; 1987; 1991; 1994; 11/95; 2/00; 4/03; 3/15/04, 3/6/06; 6/17/08; 7/15/19; 5/6/2024
Reviewed: 9/03; 8/17/20; 8/16/21; 9/6/22; 9/16/24; 8/18/25

RICHFIELD PUBLIC SCHOOLS

SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Comprehensive achievement and civic readiness" means striving to:~~—~~ meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

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

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. ~~School District~~Richfield Public Schools Districtwide Goals

1. The school board has established school district-wide goals ~~which~~ that provide broad direction for the ~~school d~~District. The goals of Richfield Public Schools will be clearly articulated in the Strategic Plan (Policy

101: Strategic Planning). Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually by the school board.

2. Advisory ~~Committees~~ committees will be established by the ~~Board~~ school board to ensure active community participation in all phases of development, implementation, and assessment of ~~school d~~District goals. Advisory ~~Committees~~ committees will also provide review and oversight of the specific tactics employed in support of strategic goals. The ~~school~~ district-wide improvement goals should address recommendations identified through the Advisory Committee process. ~~School d~~District goals may also be developed through an education effectiveness program, or through some other locally determined process.

3. The ~~school d~~District's ~~goal~~ goal-setting process will include consideration of individual school site goals as well as goals of departments within school sites. However, all operational units within the ~~school d~~District should have strategic goals that clearly and intentionally align with district-wide goals.

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

B. Implementation of Standards through Instruction and Curriculum

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

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

C. Implementation of Graduation Requirements

The ~~Advisory~~ advisory ~~Committees~~ committees shall also advise the superintendent on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committees shall be published to the community. Graduation ~~Requirements~~

requirements are described in full in Policy 521: Graduation Requirements and ~~accompanying~~ Administrative ~~guidelines~~ Guidelines 521.1 and 521.2.

D. Evaluation of Student Achievement

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

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

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

E. Scope and Authority of Advisory Committees

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

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

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

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

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

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

3. Advisory ~~Committees~~ committees shall meet the following criteria:

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

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

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

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

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

a. Leadership (school board member, district representative, building administrator)

b. Students

c. Staff (Representation from different bargaining groups)

d. Parents/Guardians (Representation from different school buildings)

e. Community Members (without school age children)

f. Local Business Representatives (representing diverse areas of expertise)

g. Others as appropriate

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

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

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

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

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

c. District Curriculum Advisory Committee: The purpose of this committee is to advise and support the District in their implementation of the curriculum. The committee shares instructional practices, assessment results and district plans to engage in feedback and conversation.

d. ~~Finance~~Fiscal Planning Advisory Committee: The purpose of this committee is to provide advice and counsel to the superintendent in areas of budget and finance related planning. The reoccurring task each year is to help prepare and review the next year's fiscal plan, which is the basis for budget development and staffing.

~~e. Fundraising: This committee creates guidelines and processes for any group associated with Richfield Public Schools that does any fundraising or asking for donations, such as booster groups, PTOs, clubs, student groups, etc.~~

Formatted: Indent: Left: 0", First line: 0"

~~f~~e. Health, Wellness & Safety Committee: This committee identifies and reviews efforts regarding policies and programs as well as facility and maintenance improvements to ensure a safe workplace and heathy place to learn.

~~g~~f. ~~Indian Education~~Indigenous Parent/Guardian Advisory Committee: This committee serves in an advisory role for the ~~American Indian~~Native American/Indigenous Education program and helps plan and organize family events for the community.

~~h~~g. Continuing Education Rel~~l~~icensure Committee: The purpose of this committee is to facilitate the continuing education and relicensure process of teachers in the district.

~~i~~h. Special Education Advisory Committee: This committee's purpose is to keep the connection between families and the special education department. Meetings include updates on current special education topics and how the information relates to services for students.

~~j. Strategic Planning: This committee provides the opportunity for students, families, and residents to provide input for the strategic plan of the District.~~

Formatted: Indent: Left: 0", First line: 0"

~~k~~i. Safe & Supportive Schools Committees: There are four committees – a parent/guardian group, an RHS student group, an RCEP student group, and an RMS student group. The work of ~~this~~ these committees is focused ~~around~~ on providing a welcoming, healthy, supportive, safe and caring environment for all students. ~~This~~ These groups work~~s~~ together to develop clear communication, policies and practices ~~around student attendance and behavior expectations~~to empower each individual to learn, grow and excel.

l. ~~Student~~ Work Experience Advisory Committee: This committee's mission is to advise the Richfield Public School's work-based learning program, empowering students to create plans for their futures and develop skills to excel as members of society.

m. District Technology Advisory Committee: This team provides input on technology infrastructure, K-12 digital and media literacy standards, digital learning model, and more.

8. Of the committees listed above, the following are currently required by statute:

a. Community Education Advisory Council (Minn. Stat. § 124D.19 and Minn. Stat. § 124D.13)

b. District Curriculum Advisory Committee (Minn. Stat. § 120B.11)

c. Health, Wellness, & Safety Committee (42 U.S.C. § 1758(b) [Healthy, Hunger-Free Kids Act of 2010] and Minn. Stat. § 182.676)

d. ~~Indian Education~~Indigenous Parent/Guardian Advisory Committee (Minn. Stat. § 124D.78)

e. Special Education Advisory Committee (Minn. Stat. § 125A.24)

E. Reporting

1. ~~1.~~ Consistent with Minn. Stat. § 120B.36, Subd. 1, the superintendent or designee shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the ~~school d~~District website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review ~~school d~~District success in realizing the previously ~~adopted~~ approved student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The superintendent must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The ~~school d~~District will also annually report progress on its ~~Strategic~~ strategic ~~Plan~~ plan goals through vision cards presented at public school board meetings.

The District shall periodically survey affected constituencies, in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The District shall include the results of this evaluation in its published reports and in its summary report to the Commissioner required under Minnesota Statutes, section 120B.11, subdivision 5.

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

3. The District must annually report the District's class size ratios by each grade to the Commissioner in the form and manner specified by the Commissioner.

4. The District must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 1.04" + Indent at: 1.5"

Formatted: Font: (Default) Arial

Formatted: Indent: First line: 0", Tab stops: Not at 1.93"

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Indent: First line: 0"

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Indent: Left: 1.5", No bullets or

Formatted: Font: (Default) Arial

Formatted: Indent: Left: 0", First line: 0"

Legal References:
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Academic Achievement ~~Levels~~and Growth)
Minn. Stat. § 120B.36 (School Accountability~~; Appeals Process~~)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
~~Minn. Stat. § 124D.13~~
~~Minn. Stat. § 124D.19~~
~~Minn. Stat. § 124D.78~~
~~Minn. Stat. § 125A.24~~
~~Minn. Stat. § 182.676~~
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.060 (Academic Standards for Kindergarten through Grade 12 Language Arts)
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501.082~~000-3501.0815~~ (Academic Arts Standards for ~~the Arts~~Kindergarten through Grade 12)
Minn. Rules Parts ~~3501.0900-~~3501.0960 (Academic Science Standards ~~in Science~~for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13~~00-3501.1345~~ (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)
42 U.S.C. § 1758(b) (Healthy, Hunger-Free Kids Act of 2010)

Cross References:
Policy 101: Strategic Plan
Policy 521 & Guidelines 521.1 and 521.2: Graduation Requirements
Policy 610 & Guideline 610.1: Selection and Reevaluation of Instructional Resources
Policy 612 & Guideline 612.1: Curriculum Development
Policy 601: Academic Standards and Instructional Curriculum
Policy 620 & Guideline 620.1: Credit for Learning

RATIFIED BY THE BOARD OF EDUCATION: 11/16/2020
REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: 8/16/2021; 9/6/2022; 9/5/2023; 8/18/25
REVISED BY THE BOARD OF EDUCATION: 9/16/2024

Formatted: Font: (Default) Arial
Formatted: Tab stops: Not at 1.93"
Formatted: Font: New York
Formatted: Font: (Default) Arial
Formatted: Tab stops: Not at 1.93"

Adopted: _____ *MSBA/MASA Model Policy 616*
Orig. 1997
Revised: _____ *Rev. 2026*

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[NOTE: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under the Curriculum Development Policy is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41.

[Insert Local Cycle in this space]

C. Implementation of Graduation Requirements

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

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

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

D. Comprehensive Continuous Improvement of Student Achievement

1. By [**date**] of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district

system accountability and comprehensive continuous improvement process.

2. The District Advisory Committee, working in cooperation with other committees of the school district **[such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.],** will provide active community participation in:

   a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;

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

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

   d. Advising the school board about development of the annual budget.

3. The District Advisory Committee shall meet the following criteria:

   a. The District Advisory Committee shall ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2.

   b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.

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

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

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

5. The District Advisory Committee shall meet the following timeline each year:

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

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

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

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

Evaluation of Student Progress Committee

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

[NOTE: The school board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]

E. Reporting

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

   The school district shall periodically survey affected constituencies, in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner required under Minnesota Statutes, section 120B.11, subdivision 5.

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

3. The school district must annually report the district's class size ratios by each grade to the Commissioner in the form and manner specified by the Commissioner.

4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements

for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

RICHFIELD PUBLIC SCHOOLS

PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.01001205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or

guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

a. The requested data does not exist; or

b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

~~c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.~~

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

Formatted: Font: (Default) Arial

Formatted: Indent: Left: 0.5"

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner of the Minnesota Department of Administration shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner ~~of administration's~~ 's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district may charge for copies provided as follows:

a. 100 or fewer pages of black and white, letter or legal sized paper copies may be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

b. More than 100 pages or copies on other materials will be charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based recordkeeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

Data Practices Compliance Official:
Craig Holje, ~~Chief Human Resources and Administrative Officer~~Executive Director of Administrative Services
District Office: 401 70th St. W., Richfield, MN 55423
612-798-6031, Fax: 612-798-6057
craig.holje@rpsmn.org

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:
Policy 412: Public and Private Personnel Data
Policy 581: Protection and Privacy of Pupil Records

RATIFIED BY THE BOARD OF EDUCATION: October 5, 2020
REVISED BY THE BOARD OF EDUCATION: September 16, 2024
REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: August 18, 2025

Formatted: Font: Not Bold, Italic
Formatted: Font: Italic
Formatted: Font: Not Bold, Italic

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[NOTE: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 (MGDPA), and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of

parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes, section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

a. The requested data does not exist; or

b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

[NOTE: The 2025 Minnesota legislature enacted Paragraph C.]

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested

cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. <u>Public Data</u>

1. The school district will charge for copies provided as follows:

a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.

b. More than one hundred (100) pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for [in cash or by check] in advance of receiving the copies.

[Note: The district should identify the payment methods that it will accept.]

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule, 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Annual Review and Posting

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:
[Name]
[Location]
[Phone number; email address]

Data Practices Compliance Official:
[Name]
[Location]
[Phone number; email address]

Data Practices Designee(s):
[Name]
[Location]
[Phone number; email address]

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources:
MN Department of Administration: *Actual Cost*
MN Department of Administration: *Copy Costs*
MN Department of Administration: *Education Data*

RICHFIELD PUBLIC SCHOOLS

CRISIS MANAGEMENT POLICY

I. INTRODUCTION

This policy is pursuant to Minn. Statute § 121A.035, which requires school boards to approve a Crisis Management Policy.

II. PURPOSE

Policy 802 and the Emergency Procedures are intended to serve as a guide for Richfield Public Schools district and building administrators, school employees, students and community, and are designed to address a wide range of potential crisis situations.

III. THE PLAN

This policy is to be used when developing a building-specific Emergency Plan to coordinate protective actions prior to, during, and after any emergency or potential crisis situation. The superintendent shall be responsible for developing and annually updating Emergency Procedures to accommodate the District's needs. The superintendent works in conjunction with district and building administrators to update ~~site~~ site-specific procedures, connect with and update committee resources, and to train staff.

IV. ELEMENTS OF A SCHOOL'S CRISIS MANAGEMENT PLAN

The superintendent shall develop district-wide and building-specific Emergency Procedures that shall include A) Crisis Management Checklist, B) Emergency Procedures, and C) Postvention Manual.

The school's plan shall be created in consultation with experts in the field and other appropriate individuals and groups likely to be involved in assisting with a school emergency.

A. District Crisis Protocols

The Emergency Procedures shall include:

- Evacuation Procedures
- Sheltering/Lockdown Procedures
- Other Crisis Response

These elements will include both district-wide and ~~building~~ building-specific procedures.

1. Communication Procedures

Information about emergencies must be communicated to the Superintendent's Office immediately. All media inquiries will be referred to the ~~Director~~ director of ~~Communications~~communications. Richfield Public Schools, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

School Closure Procedures – The superintendent shall make decisions about closing a school or any District building. Such decisions will be made as early in the day as possible using news sources, websites, and an automated messaging system.

2. Evacuation Procedures

Evacuation procedures are used when conditions are safer outside the building than inside the building. Evacuation routes should be specified according to the type of emergency.

These emergency procedures include:

- Fire
- Flooding
- Hazardous Materials
- Student Release/Reunification

3. Sheltering/Lockdown Procedures

Sheltering-in-place is used when evacuation would put people at risk. Sheltering-in-place provides refuge for students, staff and the public inside the school building during emergencies.

Lockdown procedures are used to protect building occupants from potential dangers in the building or external threats that may enter the building.

These emergency procedures include:

- From Outside to Inside (Reverse Evacuation)
- Blizzard/Winter Storms
- Bomb Threat
- Demonstration/Protest
- Hostage
- Intruder
- Shelter-in-Place
- Shooting
- Tornado/Severe Thunderstorm
- Weapons

B. Other Crisis Response

Crisis-specific procedures shall consider the potential crisis situations that may occur during the school day or at school-sponsored events and functions.

These are district-wide procedures designed so that school administrators can tailor response procedures when creating building-specific Emergency Procedures.

The emergency procedures include:

- Abduction
- Assault
- Bus Accident
- Cardiac Emergency
- Communicable Disease/Pandemic
- Fight/Disturbance
- Medical Emergency
- Suicide Threat/Attempt
- Suspicious Package/Mail or Chemical/Biological Threat
- Terrorism
- Threat

C. Postvention Response

The Postvention Manual outlines steps to debrief, provide support and reduce additional risk in the situation of a crisis response, including a death of a student or staff member

D. Facility Diagrams and Site Plans

The Facilities Department shall provide school buildings with a facility diagram and site plan, including:

- exits, AED, and fire extinguisher locations
- location of primary and secondary evacuation routes
- designated safe areas inside and outside the building
- relocation sites
- lockdown and evacuation procedures

The facility diagrams and site plans shall be available in the office of the building administrator and in other appropriate areas and shall be kept on file at the facilities office.

E. Emergency Telephone Numbers

School buildings shall have an Emergency Log with a current list of emergency telephone numbers and the names and addresses of local and county personnel who are likely to be involved in resolving a crisis situation. The list will include numbers for agencies such as: police, fire, ambulance, hospital, Poison Control Center, local, county and state emergency management agencies, local public works departments, local utility companies, public health nurse, mental health/suicide hotlines, and the county welfare agency.

F. Building Response Teams

Each school building shall have a Building Response Team. The school administrator or designee shall serve as the leader of the Building Response Team and the primary contact for emergency response officials.

1. The leader shall select and train the ~~building~~ Building Response Team to respond to all emergencies.

2. The leader shall assume the resource role when emergency response personnel are available to take command and control of the situation.

3. The leader shall maintain a drill log for compliance with state statute.

4. The superintendent shall maintain a current copy of the RPS Emergency Log and of the Building Response Team~~s and~~ members.

G. Cardiac Emergency Response Plan

The District has a Cardiac Emergency Response Plan included in the Emergency Procedures. Each building has a cardiac emergency response team whose members are trained in hands-only CPR. Each building will conduct an annual cardiac emergency drill. The District has placed automated external defibrillators (AEDs) throughout the buildings.

H. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they should be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the Crisis Management Policy and their school's Emergency Plan.

Legal References:
Minn. Stat. §121A.06 (Reports of dangerous weapon in school zones)
Minn. Stat. §121A.035 (Crisis management policy)
Minn. Stat. §299F.011 (Uniform fire code; adoption)
Minn. Stat. §299F.30 (Fire drill in school; doors and exits)
Minn. Stat. §299F.391 (Healthcare, education, or lodging facility)

RATIFIED BY THE BOARD OF EDUCATION: February 3, 2003

REVISED BY THE BOARD OF EDUCATION: September 5, 2006, October 3, 2016; September 5, 2023

REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: August 4, 2008, November 16, 2020; August 16, 2021; September 6, 2022; September 16, 2024; August 18, 2025

Cardiac Emergency Response Protocol

IN THE EVENT OF A VICTIM WHO IS NON-RESPONSIVE, NOT BREATHING NORMALLY, HAVING SEIZURE OR CONVULSION-LIKE MOVEMENTS:

---

1. Recognize signs of a sudden cardiac arrest
2. The first staff member to observe the unresponsive person will call 911 or designate another adult to call 911. Send someone to get the AED.
3. Once 911 has been called, activate the cardiac emergency response team (CERT) immediately by calling the front office staff via cell phone or walkie talkie. Using a clear calm voice state, “There is a cardiac emergency in (name specific location within the building) and 911 has been called.”
4. Front office staff will send an overhead page two times, “CERT team activation to (specific location), the building is in a hold in place medical status until further notice.
5. The first staff member at the scene of the emergency should also start CPR using Hands-Only CPR (if they are not CPR certified) until CERT members or EMS arrives on the scene.
6. CERT members should report to the emergency location and respond according to their assigned roles from the building response leader.
7. When the AED arrives, turn the device on immediately.
8. Follow the AED’s visual and audio prompts for pad placement and shock advisement. **NOTE: The AED will only deliver electrical shocks if advised by the device.** Continue CPR, rotating staff performing chest compressions as needed, until the victim becomes responsive or EMS takes over.
9. A school administrator or office staff should notify emergency contacts for the unresponsive person following the Crisis Management Plan.
10. Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.
11. Designate a CERT member to document the emergency, noting the time the event began, when CPR was initiated, when the AED delivered a shock, the time EMS arrived on the scene and assumed control of the emergency and the victim’s condition when care was transferred to EMS.
12. CERT members should allow for time following the event to debrief the outcome of the cardiac emergency. CERP Drill Checklist & Post Drill Review
13. A plan should be developed for supporting staff and/or student mental health needs following their participation in or observation of a medical emergency response on campus. The plan should include staff support through the Employee Assistance Program (EAP). Staff may also engage with school-employed mental health professionals to evaluate post-event trauma and identify students who may need additional care and support following the emergency event.

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

LANGUAGE ACCESS PLAN

I. GENERAL STATEMENT OF PURPOSE

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

II. BILINGUAL STAFFING

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

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

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

III. INTERPRETATION PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

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

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

IV. TRANSLATION PROCEDURES

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

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

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

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

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

V. DISSEMINATION OF INFORMATION

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

VI. BIENNIAL REVIEW

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

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

Dated: 2/3/2025

ESCUELAS PÚBLICAS DE RICHFIELD

GUÍAS ADMINISTRATIVAS

PLAN DE ACCESO A IDIOMAS

I. DECLARACIÓN GENERAL DE PROPÓSITO

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

II. PERSONAL BILINGÜE

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

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

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

III. PROCEDIMIENTOS DE INTERPRETACIÓN

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

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

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

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

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

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

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

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

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

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

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

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

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

IV. PROCEDIMIENTOS DE TRADUCCIÓN

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

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

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

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

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

V. DIFUSIÓN DE LA INFORMACIÓN

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

VI. REVISIÓN BIENAL

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

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

Fechado: 2/3/2025

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

Subject: Workers' Compensation Renewal

(Recommended by the superintendent)

The administration has worked with Steve Gillette and Debbie Thurner from Dolliff Insurance, the District Insurance Consultants, to renew our workers' compensation insurance for 2026-2027 with SFM Insurance. The 2026-2027 renewal results in a total projected cost of $359,899, which is a decrease of $105,232 or 22.62%. This amount is inclusive of a projected payroll decrease, a reduction in the experience mod (from 1.25 to 0.9), changes in premium rates, and the application of a scheduled credit and premium discount.

Attachments

Workers' Compensation Proposal

A Workers Compensation Insurance Report

Prepared For:

Richfield Public Schools, ISD #280
District Office – Door 26
401 70th Street West
Richfield, MN 55423

Presented To:

Craig Holje
Chief Human Resources and Administrative Officer

Presented By:

Steve Gillette

Policy Period:

September 1, 2026 – September 1, 2027

DOLLIFF INSURANCE
since 1929

10900 Wayzata Blvd., Suite 250
Minnetonka, MN 55305
Phone: 952-593-7400
Fax: 952-593-7444
Toll Free: 800-338-3531
www.dolliff.com

DOLLIFF TEAM

Steve Gillette, Agent
DD#: (952) 593-7421
E-Mail: sgillette@dolliff.com

Jenny Sutton, Account Executive
DD# (952)593-7424
E-Mail: jsutton@dolliff.com

Rochelle Cossette, Finance
DD#: (952)-593-7411
E-Mail: rcossette@dolliff.com

RENEWAL COST COMPARISON

	2025/26	2026/27	% Change
School: Professional Employees	$ 47,156,615	$ 46,383,105	-1.64%
	$ 0.53	$ 0.543	2.45%
School: All Other Employees	$ 3,582,671	$ 3,446,699	-3.80%
	$ 4.56	$ 3.832	-15.96%
Bus Drivers	$ 879,094	$ 1,197,387	36.21%
	$ 5.07	$ 5.008	-1.22%
Garage Mechanics	$ 136,681	$ 139,583	2.12%
	$ 2.7	$ 2.898	7.33%
Delivery Drivers & Helpers	$ 120,039	$ 119,830	-0.17%
	$ 7.2	$ 7.25	0.69%
Scheduled Mod	15.0%	6.0%	-60.00%
Experience Mod	1.25	0.9	-28.00%
Total Payroll	$ 51,875,100	$ 51,286,604	-1.13%
TOTAL PREMIUM	**$ 465,131**	**$ 359,899**	**-22.62%**

Loss History with SFM:

Policy Term	Premium	Losses*	Loss Ratio	# of Open Claims
9-1-2025/26	$465,131	$36,971	7.95%	2
9-1-2024/25	$489,990	$49,823	10.17%	1
9-1-2023/24	$480,458	$54,990	11.45%	0
9-1-2022/23	$404,341	$250,873	62.04%	0
9-1-2021/22	$420,394	$244,611	58.19%	1
TOTAL	**$2,260,314**	**$637,268**	**28.19%**	**4**

*Valued as of 7-27-2026

WORKERS COMPENSATION

Coverage A: Statutory Benefits

Coverage B: $500,000 Each Accident – Bodily Injury by Disease
$500,000 Policy Limit – Bodily Injury by Disease
$500,000 Each Employee – Bodily Injury by Disease

States Included: Minnesota

Description	Class Code	Payroll	Rate	Premium
School: Professional Employees	8868	$ 46,383,105	$ .543	$ 251,860
School: All Other Employees	9101	3,446,699	3.832	132,078
Bus Drivers	7382	1,197,387	5.008	59,965
Garage Mechanics	8385	139,583	2.898	4,045
Delivery Drivers & Helpers	7380	119,830	7.250	8,688
		$ 51,286,604		

Standard Premium		$ 456,636
Increased Limits Charge	+	3,653
Experience Modification Adjustment (.90)	-	46,029
Scheduled Credit (6%)	-	24,856
Premium Discount	-	41,348
Terrorism	+	2,564
Expense Constant	+	205
Minnesota Special Compensation Fund Assessment	+	9,074
Total Estimated Premium		**$ 359,899**

***Subject to Audit**

LEGAL & PRIVACY NOTICES

DISCLAIMER

THIS DOCUMENT IS AN OUTLINE OF INSURANCE COVERAGES ONLY. REFERENCE MUST BE MADE TO THE INSURANCE POLICIES WHICH CONTAIN THE FULL TERMS AND CONDITIONS OF COVERAGE.

NOTHING CONTAINED WITHIN THIS SUMMARY AMENDS OR ALTERS THE INSURANCE POLICIES IN ANY WAY.

SURPLUS LINES ACT

One or more of your insurance policies may be issued pursuant to the Minnesota Surplus Lines Insurance Act. Under this Act the insurance company is an Eligible Surplus Lines Insurer but is not otherwise licensed by the State of Minnesota. In case of Insolvency, payment of claims is not guaranteed.

PRIVACY STATEMENT

Dolliff Inc. is firmly committed to protecting your privacy and the confidentiality of any personal information about our customers that we might possess or acquire. We understand your privacy and security concerns regarding the information we collect, use and disclose to third parties for the purpose of allowing us to provide and offer our products and services to you.

We have developed internal standards, policies and procedures for the protection of customer information, and we strive to maintain the accuracy of customer information and will promptly respond to any questions or concerns customers may have about the accuracy of their personal information. In addition, we adhere to high ethical standards as to the confidentiality of customer's information, and we will only use personal information in compliance with applicable laws and regulations.

COPYRIGHT NOTICE

The contents of this summary or proposal, including but not limited to the text and images herein and their arrangement, are copyright© 2006-2026 by Dolliff Inc, 10900 Wayzata Blvd., Suite 250, Minnetonka, MN 55305. All Rights Reserved.

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

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2026

Subject: Donations

(Recommended by the superintendent)

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

R-STEM Elementary School received a donation of $25.00 through the Blackbaud Giving Fund.

The RHS Spartan Food Shelf received a donation of $700.00 from Susan Hofseth of Richfield in memory of Nick Hofseth.

The RHS Scholarship Fund received a donation of $38,000.00 from the Richfield Spartan Foundation.