

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, July 12, 2021
7:00 p.m. School Board Meeting

- I. CALL TO ORDER
- II. REVIEW AND APPROVAL OF THE AGENDA
- III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS
 - A. Public Comment
 - B. Superintendent Update
 - 1. Presentation of Spartan Foundation Scholarship
 - 2. Vision Cards Updated Drafts
 - 3. Fall Planning Presentation
- IV. CONSENT AGENDA
 - A. Routine Matters
 - 1. Minutes of the regular meeting held June 28, 2021
 - 2. General Disbursements as of 7/6/21 in the amount of \$3,105,831.87
 - 3. Investment Holdings
 - 4. Designation of Depositories
 - 5. Signatories on Deposit Accounts
 - 6. Signatories on MCU Depository Accounts
 - 7. Wire Transfer Funds Authorization
 - 8. Official Newspaper Designation
 - 9. Legal Counsel Authorization
 - 10. Membership in Associations
 - 11. Board Secretary Approval
 - B. Personnel Items
- V. OLD BUSINESS
 - A. Policy 613 – Religion in the Schools & Administrative Guideline 613.1
 - B. Policy 614 - Animals in Schools and Classrooms & Administrative Guideline 614.1

C. Policy 616 - School Sponsored Student Publications

D. 2021-2022 Board Meeting Dates

VI. NEW BUSINESS

A. Policy 676 – Adult Education

B. Sheridan Hills Change Order #23

C. RMS Change Orders #19 & #20

D. Central Change Order #4

E. Pavement Rehabilitation Change Order #2

F. Solar Power Contract – Ideal Energies

G. Donations

VII. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Future Meeting Dates

8-2-2021 7:00 p.m. *Regular Board Meeting*¹

8-16-2021 7:00 p.m. *Regular Board Meeting - Public Comment*²

D. Suggested/Future Agenda Items

VIII. CLOSED SESSION AS ALLOWED BY MINNESOTA STATUTE 13D.05 FOR
SUPERINTENDENT EVALUATION

IX. REOPEN MEETING

X. ADJOURN REGULAR MEETING

¹ Pending approval of the 2021-2022 Board Meeting Dates

² Pending approval of the 2021-2022 Board Meeting Dates

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

Agenda Item III.B.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: Superintendent Update

A representative of the Spartan Foundation presents their annual scholarship. Superintendent Unowsky provides an update on vision cards and the planning process for the 2020-2021 school year.

Attached:

Spartan Foundation Scholarship Information
Vision Cards Presentation
Fall Planning Presentation

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

Agenda Item III.B.1.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: Spartan Foundation Scholarship

Since the Richfield Spartan Foundation was founded 32 years ago, they have provided over \$440,000 in contributions to Richfield Public Schools and the community of Richfield. These funds have gone toward equipment for athletics and performing arts as well as sponsorships for Richfield students to participate in activities and scholarships for students with outstanding achievements. Since 2016, the Spartan Foundation has typically funded 25 student scholarships annually.

We welcome the Executive Committee of the Richfield Spartan Foundation Board to present the 2021 scholarship check tonight.

The 2021 scholarship recipients are as follows:

Athena Award (Outstanding senior female athlete)

Isabella Jurewicz

Tom Spooner Award (Outstanding senior male athlete)

Ryan Miles

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

Natalie Hanson

Jack Messerli-Wallace

Against All Odds Scholarship (Perseverance & determination through adversity)

Gina Cassellius

Ahna Christian (RHS Alumni Scholarship)

Allison Eggen

Sadia Khyber (Bill Davis Scholarship)

Giselle Morales-Balbuena (Technical/Community College Scholarship)

Alicia Nelson

Jacqueline Olea Rossano (First Generation Scholarship)

Livanna Pimentel Pinales (Technical/Community College Scholarship)

Brandon Portillo

Jeobani Reyes-Leon

Lucy Schuller (Steve Grindeland Scholarship)
Evelyn Vasquez Moreno (First Generation Scholarship)

Russ Schuveiller Scholarship (Outstanding athlete, scholar, and leader)

Abigail Kleist
Helen Nguyen

Bob Trepanier Scholarship (Dedication to RHS community)

Fametta Zubah

Athletic Scholarship (Top athlete and school leader)

Crystel di Grazia
Nicholas Eggen
Connor Hintz

Desmond Family Scholarship (To attend Normandale Community College)

Brianna Boykins

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

Nicholas Widerholt

Kron Family Scholarship (To continue athletic career in college)

Ryan Odefey

Enriching and accelerating learning



Vision Cards

Baseline Data

July 12, 2021

Enriqueciendo y acelerando el aprendizaje

What is a Vision Card?

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

What Vision Cards are there?



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There is one card for each strategic plan strategy:

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

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

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

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

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

The Parts of a Vision Card

Each vision card will have three pages:

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

Setting a Baseline

- The current versions of the vision cards seek to set an accurate baseline for each measurement.
- The baseline is represented by the level 0 in the middle of the progress bar shown below. In future versions of the vision cards, the Richfield logo will slide along the progress bar to show forward or backward movement toward the goal.



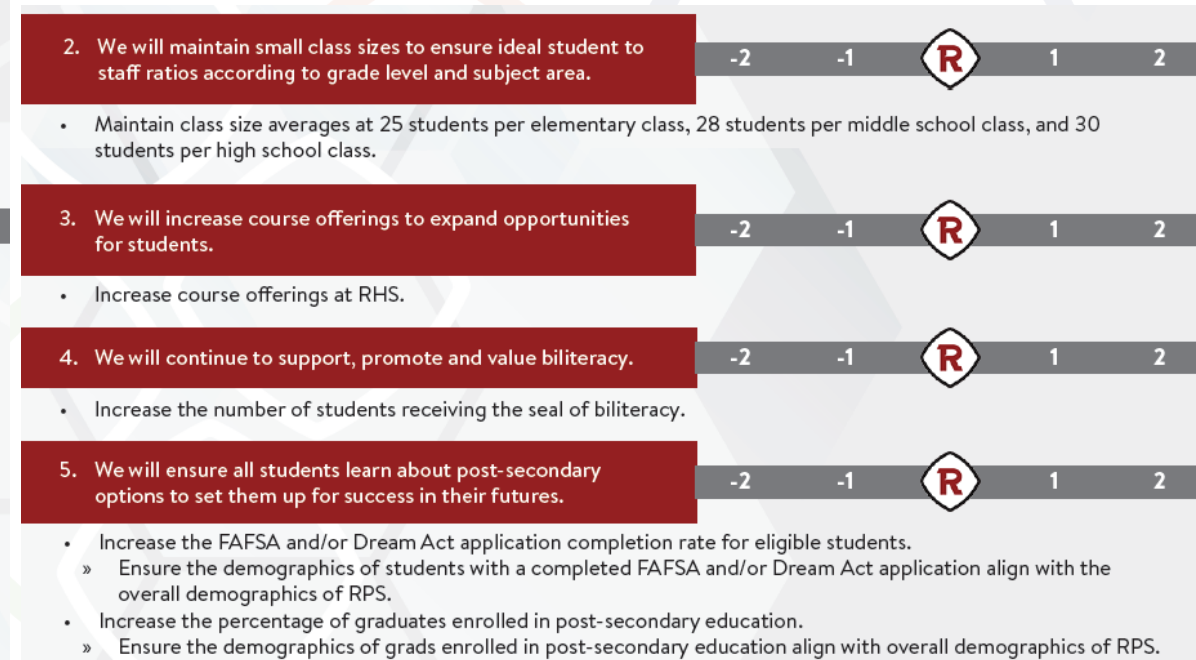
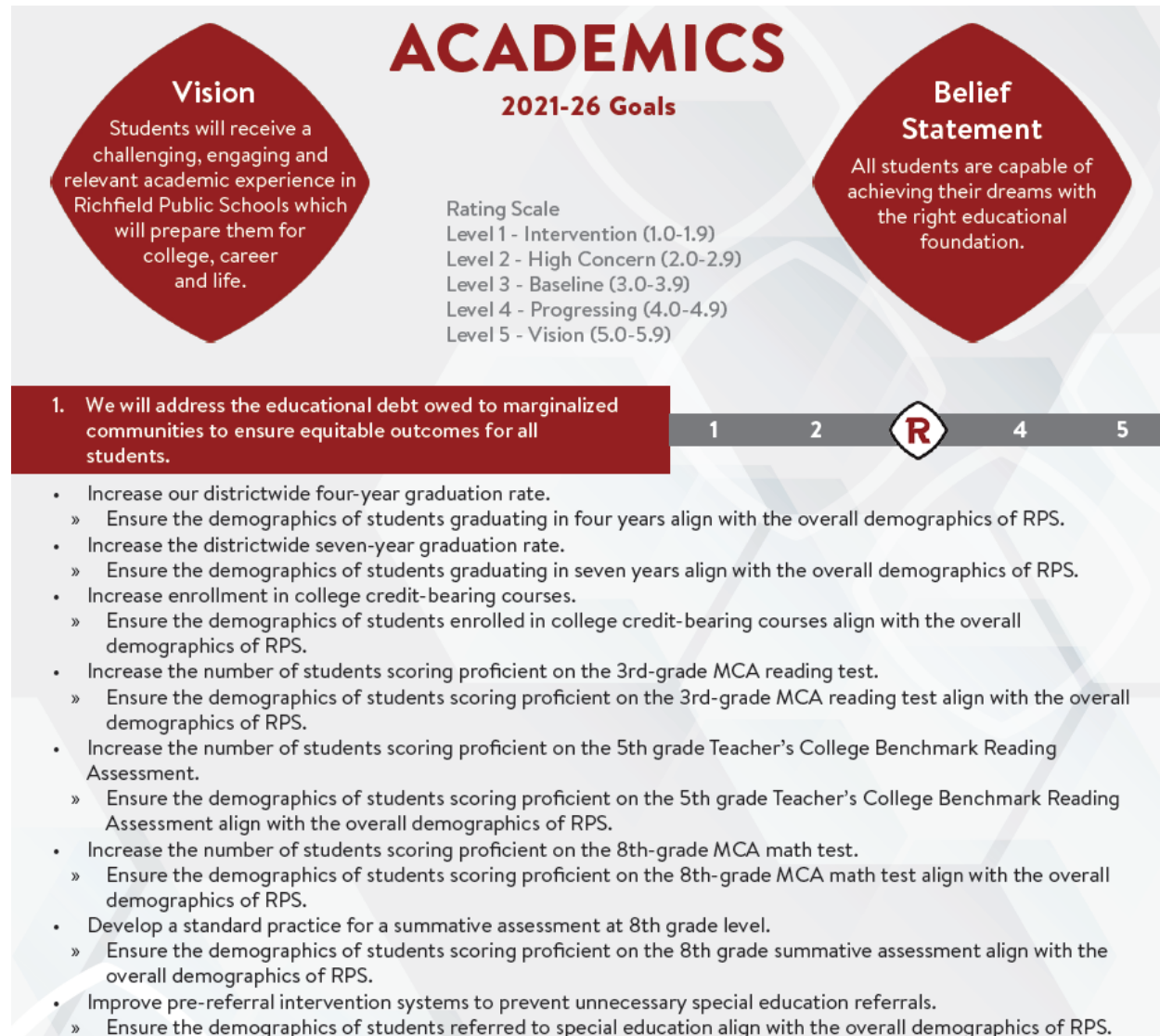
Challenges & Limitations

- The listed measures are NOT the **only** measures by which we evaluate our progress as a district. It is a sampling of measures to keep us focused on our priorities.
- When to look at a broad group of students and when to look at a specific group? Sometimes there is no gap for BIPOC students as a whole but there is for a specific racial demographic.
- Our strategic plan has created a vision for some areas that have never been measured in the past – therefore there is no baseline data for certain measures at this time.
- We are using baseline data from different school years for different measures. Sometimes it makes sense to use data from before the unique pandemic-focused year for baseline measures.
- There are a few measures where our baseline data already reflects where we want to be as a district (or very nearly there). In these cases, little to no improvement can be expected.

Vision Card Page 1: Progress Report Academics



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Vision Card Page 3: Rubric Academics



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| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|---|---------------------|----------------------|--|----------------------|--------------------|
| 1 | Increase our districtwide four-year graduation rate. | 5% decrease | 2.5% decrease | 2020 RPS 4-Year Graduation Rate: 86.3% | 2.5% increase | 5% increase |
| 2 | Ensure the demographics of all students graduating in 4 years align with overall demographics of RPS (The gap is the difference between the percentage of RPS 12th graders who are BIPOC and the percentage of students who graduated within 4 years who are BIPOC) | 10% increase in gap | 5% increase in gap | 2020: NO GAP | | Maintain no gap |
| 3 | Increase the districtwide 7-year graduation rate. | 5% decrease | 2.5% decrease | 2020 RPS 7-Year Graduation Rate: 85.7% | 2.5% increase | 5% increase |
| 4 | Ensure the demographics of all students graduating in 7 years align with overall demographics of RPS (The gap is the difference between the percentage of students in the class of three years prior who are BIPOC and the percentage of students who graduated within 7 years who are BIPOC) | 5% increase in gap | 2.5% increase in gap | Percentage of class of 2017 who are BIPOC: 69%; Percentage of class of 2017 graduating in 2020 or earlier who are BIPOC: 67%; 2020: Gap of 2% | 1% decrease in gap | 2% decrease in gap |
| 5 | Increase enrollment in college credit-bearing courses. | 5% decrease | 2.5% decrease | 2020-2021 Semester 2: 702 students | 2.5% increase | 5% increase |
| 6 | Ensure the demographics of students enrolled in college credit-bearing courses align with overall demographics of RPS (The gap is the difference between the percentage of RPS 9-12 graders who are BIPOC and the percentage of students enrolled in college credit classes who are BIPOC) | 5% increase in gap | 2.5% increase in gap | 2020-2021 Semester 2: Percentage of RPS 9-12 graders who are BIPOC: 73%; Percentage of students enrolled in college credit courses who are BIPOC: 68%; Gap of 5% | 2.5% decrease in gap | 5% decrease in gap |

| | | | | | | |
|----|--|---------------------|----------------------|---|----------------------|---------------------|
| 7 | Increase the number of students scoring proficient on the 3rd-grade MCA reading test. | 5% decrease | 2.5% decrease | 2021: 33% of 3rd grade participants scored proficient. | 2.5% increase | 5% increase |
| 8 | Ensure the demographics of students scoring proficient on the 3rd grade reading MCA align with overall demographics of RPS. (The gap is the difference between the percentage of 3rd grade MCA participants who are BIPOC and the percentage of 3rd graders scoring proficient who are BIPOC) | 10% increase in gap | 5% increase in gap | 2021: Percentage of 3rd grade participants who are BIPOC: 72%; Percentage of 3rd graders scoring proficient who are BIPOC: 52%; Gap of 20% | 5% decrease in gap | 10% decrease in gap |
| 9 | Increase the number of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment. | 5% decrease | 2.5% decrease | 2020-2021 Trimester 3: 47% of 5th grade participants scored proficient. | 2.5% increase | 5% increase |
| 10 | Ensure the demographics of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment align with the overall demographics of RPS. (The gap is the difference between the percentage of 5th grade participants who are BIPOC and the percentage of RPS 5th graders scoring proficient who are BIPOC) | 5% increase in gap | 2.5% increase in gap | 2020-2021 Trimester 3: Percentage of 5th grade participants who are BIPOC: 74%; Percentage of students scoring proficient who are BIPOC: 68%; Gap of 6% | 2.5% decrease in gap | 5% decrease in gap |
| 11 | Increase the number of students scoring proficient on the 8th grade MCA math test. | 5% decrease | 2.5% decrease | 2021: 26% of 8th grade participants scored proficient | 2.5% increase | 5% increase |
| 12 | Ensure the demographics of students scoring proficient on the 8th grade MCA math test align with overall demographics of RPS. (The gap is the difference between the percentage of 8th grade participants who are BIPOC and the percentage of students scoring proficient who are BIPOC) | 10% increase in gap | 5% increase in gap | 2021: Percentage of 8th grade participants who are BIPOC: 67%; Percentage of students scoring proficient who are BIPOC: 40%; Gap of 27% | 5% decrease in gap | 10% decrease in gap |

Vision Card Page 3: Rubric Academics, continued



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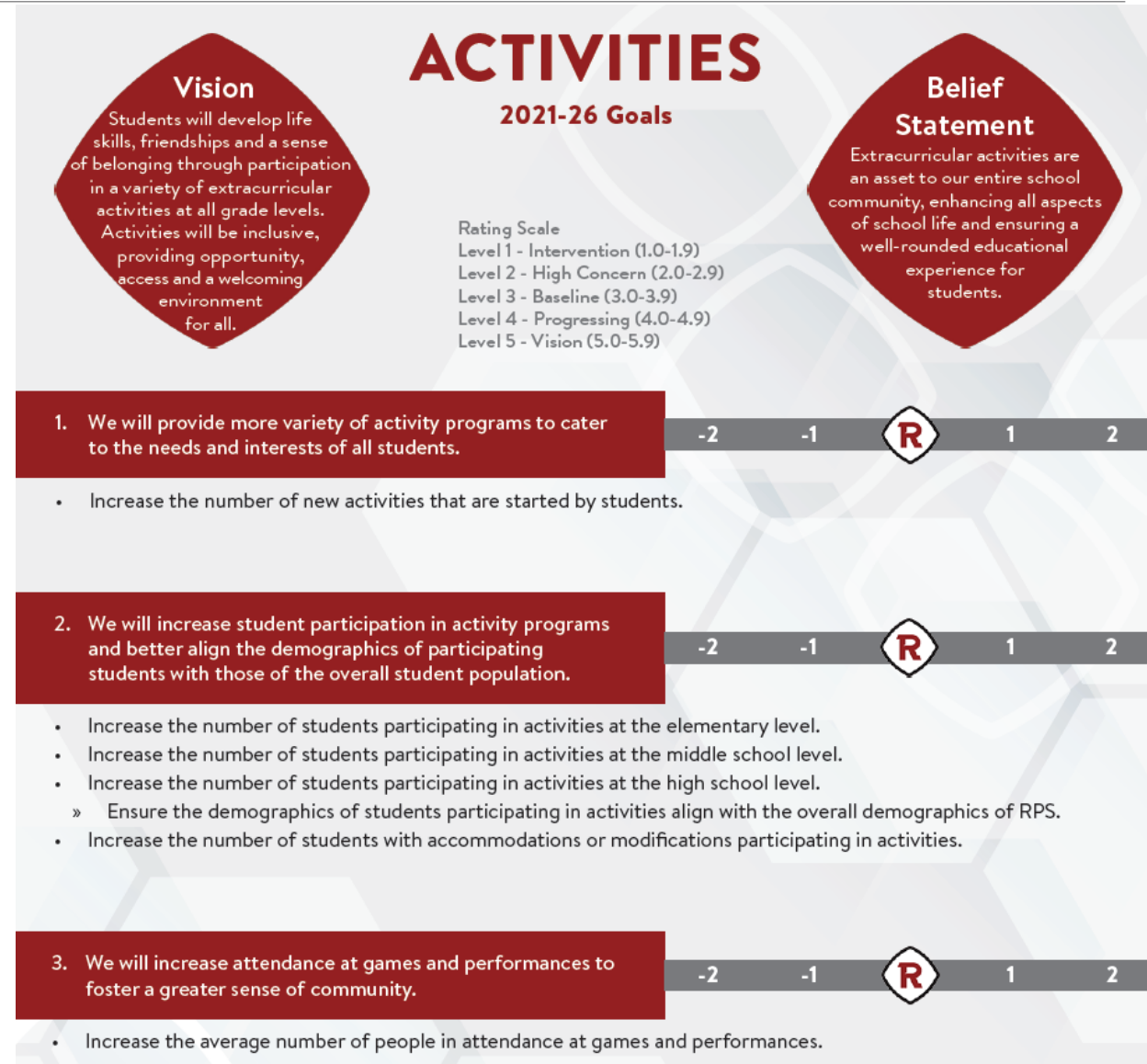
| | | | | | | |
|----|---|--|---|---|--|--|
| 13 | Develop a standard practice for a summative assessment at 8th grade level. | | | 2021: Assessment has not yet been developed. | | |
| 14 | Ensure the demographics of students scoring proficient on the 8th grade summative assessment align with the overall demographics of RPS. | | | 2021: Assessment has not yet been developed. | | |
| 15 | Improve pre-referral intervention systems to prevent unnecessary special education referrals. | 5% increase | 2.5% increase | 2021: 0 staff members trained in STAT process. | 2.5% decrease | 5% decrease |
| 16 | Ensure the demographics of students referred to special education align with overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of students referred to special education who are BIPOC) | 5% increase in gap | 2.5% increase in gap | 2018-2019: Percentage of RPS students who are BIPOC: 73%; Percentage of students referred to special education who are BIPOC: 75%; Gap of 2% | 1% decrease in gap | 2% decrease in gap |
| 17 | Maintain class size averages at 25 students per elementary class, 28 students per middle school class, and 30 students per high school class or better. | Class size average is 27 at elementary, 30 at middle, 32 at high | Class size average is 26 elementary, 29 at middle, 31 at high | Baseline class size averages set at 25 at elementary, 28 at middle, 30 at high | Class size average is 24 at elementary, 27 at middle, 29 at high | Class size average is 23 at elementary, 26 at middle, 28 at high |
| 18 | Increase course offerings at RHS. | 5% decrease | 2.5% decrease | 2020-2021 Semester 2: 202 course offerings | 2.5% increase | 5% increase |
| 19 | Increase the number of students receiving the seal of biliteracy | 5% decrease | 2.5 % decrease | 2020: 38 students received a seal of biliteracy | 2.5% increase | 5% increase |

| | | | | | | |
|----|--|---------------------|--------------------|--|--------------------|---------------------|
| 20 | Increase the FAFSA and/or Dream Act application completion rate for eligible students. | | | Data not yet available. | | |
| 21 | Ensure the demographics of students with a completed FAFSA and/or Dream Act application align with overall demographics of RPS. (The gap is the difference between the percentage of RPS 12 graders who are BIPOC and the percentage of RPS 12th graders with a completed application who are BIPOC) | | | Data not yet available. | | |
| 22 | Increase the percentage of graduates enrolled in post-secondary education. | 10% decrease | 5% decrease | Class of 2019: 62% of graduates are enrolled in post-secondary education. | 2.5% increase | 5% increase |
| 23 | Ensure the demographics of graduates enrolled in post-secondary education align with the overall demographics of RPS. (The gap is the difference between the percentage of graduates who are BIPOC and the percentage of post-secondary enrolled students who are BIPOC) | 10% increase in gap | 5% increase in gap | Data not yet available. | 5% decrease in gap | 10% decrease in gap |

Vision Card Page 1: Progress Report Activities



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Vision Card Page 3: Rubric Activities



| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|--|---------------------|--------------------|---|--------------------|---------------------|
| 1 | Increase the number of new activities that are started by students. | | | Data not yet available. | | |
| 2 | Increase the number of students participating in activities at the elementary level. | | | Data not yet available. | | |
| 3 | Increase the number of students participating in activities at the middle school level. | 5% decrease | 2.5% decrease | 2019-2020: 256 middle school activities participants | 2.5% increase | 5% increase |
| 4 | Increase the number of students participating in activities at the high school level. | 5% decrease | 2.5% decrease | 2019-2020: 667 high school activities participants | 2.5% increase | 5% increase |
| 5 | Ensure the demographics of students participating in activities align with the overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of activities participants who are BIPOC) | 10% decrease in gap | 5% increase in gap | 2019-2020: Percentage of RPS students who are BIPOC: 72%; Percentage of activities participants who are BIPOC: 48%; Gap of 24% | 5% decrease in gap | 10% decrease in gap |
| 6 | Increase the number of students with accommodations or modifications participating in activities. | | | Data not yet available. | | |
| 7 | Increase the average number of people in attendance at games and performances. | | | Data not yet available. | | |

Vision Card Page 1: Progress Report Business & Operations



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Vision

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

BUSINESS & OPERATIONS

2021-26 Goals

Rating Scale

Level 1 - Intervention (1.0-1.9)
Level 2 - High Concern (2.0-2.9)
Level 3 - Baseline (3.0-3.9)
Level 4 - Progressing (4.0-4.9)
Level 5 - Vision (5.0-5.9)

Belief Statement

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

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

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

-2 -1 **R** 1 2

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

- Decrease the magnitude of unmet facilities needs.

-2 -1 **R** 1 2

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

- Decrease District carbon dioxide emissions and overall energy usage.

-2 -1 **R** 1 2

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

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

-2 -1 **R** 1 2

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

- Improve audit practices to eliminate negative findings.

-2 -1 **R** 1 2

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

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

-2 -1 **R** 1 2

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

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

-2 -1 **R** 1 2

Vision Card Page 3: Rubric Business & Operations



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| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|--|---|---|--|--|--|
| 1 | Decrease the number of staff members who voluntarily leave RPS per year. | 5% increase | 2.5% increase | 2020-2021: 141 staff members voluntarily left RPS | 2.5% decrease | 5% decrease |
| 2 | Increase the percentage of RPS staff hires who are black, indigenous and/or people of color. | Percentage of BIPOC new hires is 5% lower than RPS staff percentage | Percentage of BIPOC new hires is 2.5% lower than RPS staff percentage | 2020-2021: 19% of RPS staff members are BIPOC | Percentage of BIPOC new hires is 2.5% higher than RPS staff percentage | Percentage of BIPOC new hires is 5% higher than RPS staff percentage |
| 3 | Decrease the magnitude of unmet facilities needs. | 5% increase | 2.5% increase | FY21 LTFM Budget: \$2,445,861.00 plus \$11,079,154 for indoor air quality construction | 2.5% decrease | 5% decrease |
| 4 | Decrease District carbon dioxide emissions and overall energy usage. | | | Data from B3 Benchmarking not yet available. | | |
| 5 | Increase the percentage of students participating in schools meals per month. | 5% decrease | 2.5% decrease | Average over the month of November 2019: 49% of students participated in school breakfast, 70% of students participated in school lunch | 2.5% increase | 5% increase |
| 6 | Improve audit practices to eliminate negative findings. | 2 or more major findings | 1 major finding or 3 minor | Baseline set at: 2 minor findings | 1 minor finding | Fully clean |
| 7 | Increase the financial investment allocated to technology in the hands of students and teachers. | 5% decrease | 2.5% decrease | 2020-2021: \$3.5 million | 2.5% increase | 5% increase |
| 8 | Increase the percentage of RPS students receiving District transportation and/or safe routes to schools support. | 5% decrease | 2.5% decrease | 2020-2021: 1,318 students received transportation + 273 SRTS = 39% of RPS students) | 2.5% increase | 5% increase |

Vision Card Page 1: Progress Report Climate & Culture



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PUBLIC SCHOOLS

Vision

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

CLIMATE & CULTURE

2021-26 Goals

Rating Scale

Level 1 - Intervention (1.0-1.9)
Level 2 - High Concern (2.0-2.9)
Level 3 - Baseline (3.0-3.9)
Level 4 - Progressing (4.0-4.9)
Level 5 - Vision (5.0-5.9)

Belief Statement

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

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



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

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



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

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



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

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



- Increase the percentage of students reporting a strong sense of school pride.
 - » Ensure the demographics of students reporting a strong sense of school pride align with the overall demographics of RPS.

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



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

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



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

Vision Card Page 3: Rubric Climate & Culture



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| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|--|---------------------|--------------------|---|--------------------|---------------------|
| 1 | Decrease the total number of office referrals per semester. | 10% increase | 5% increase | 2019-2020 Semester 1: 729 referrals | 5% decrease | 10% decrease |
| 2 | Ensure the demographics of students receiving office referrals align with the overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of office referrals that are documented for BIPOC students) | 10% increase in gap | 5% increase in gap | 2019-2020 Semester 1: Percentage of RPS students who are BIPOC: 72%; Percentage of office referrals documented for BIPOC students: 83%; Gap of 11% | 5% decrease in gap | 10% decrease in gap |
| 3 | Increase the percentage of students reporting a positive school climate. | 10% decrease | 5% decrease | 2019-2020: 68% of students report a positive school climate | 5% increase | 10% increase |
| 4 | Ensure the demographics of students reporting a positive school climate align with the overall demographics of RPS. (The gap is the difference between the percentage of survey participants who are BIPOC and the percentage of students reporting a positive climate who are BIPOC) | 10% increase in gap | 5% increase in gap | 2019-2020: NO GAP | | Maintain no gap |
| 5 | Increase the number of staff members whose main role is to support social-emotional learning. | 5% decrease | 2.5% decrease | 2020-2021: 38 staff members, including outreach workers | 2.5% increase | 5% increase |
| 6 | Increase the number of student and family groups whose main purpose is to support traditionally marginalized students and families. | 10% decrease | 5% decrease | 2020-2021: 4 family groups | 5% increase | 10% increase |
| 7 | Increase the percentage of students reporting a strong sense of school pride. | | | Data not yet available. | | |
| 8 | Ensure the demographics of students reporting a strong sense of school pride align with the overall demographics of RPS. (The gap is the difference between the percentage of survey participants who are BIPOC and the percentage of students reporting a strong sense of school pride who are BIPOC) | | | Data not yet available. | | |
| 9 | Increase the number of volunteers who support RPS schools. | | | Data not yet available. | | |
| 10 | Increase the percentage of student conferences completed per semester. | 5% decrease | 2.5% decrease | 2020-2021: Elementary conference attendance averaged 97%; Secondary conference attendance averaged 63% | 2.5% increase | 5% increase |
| 11 | Increase the number of hours RPS students report volunteering in the community per year. | | | Data not yet available. | | |

Vision Card Page 1: Progress Report Communication & Marketing



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Vision Card Page 3: Rubric Communication & Marketing



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| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|---|-------------|---------------|--|---------------|-------------|
| 1 | Increase the percentage of families reporting a high level of connection to their student's teachers. | 5% decrease | 2.5% decrease | 2020-2021: 83% of families report high level of connection | 2.5% increase | 5% increase |
| 2 | Increase the percentage of staff members reporting that district communication is effective. | 5% decrease | 2.5% decrease | 2020-2021: 78% of staff members report communication is effective | 2.5% increase | 5% increase |
| 3 | Increase the percentage of families reporting that district communication is effective. | 5% decrease | 2.5% decrease | 2020-2021: 69% of families report communication is effective | 2.5% increase | 5% increase |
| 4 | Increase the number of positive news stories about RPS published per year. | 5% decrease | 2.5% decrease | 2020-2021: 17 positive stories published, excluding athletics & COVID-related | 2.5% increase | 5% increase |
| 5 | Increase the average community engagement with RPS social media posts. | 5% decrease | 2.5% decrease | 2020-2021: Average of 54 engagements per Facebook post | 2.5% increase | 5% increase |
| 6 | Increase RPS website traffic from social media referrals. | 5% decrease | 2.5% decrease | 2020-2021: 6,155 website hits from social media referrals | 2.5% increase | 5% increase |
| 7 | Increase RPS enrollment market share percentage. | 5% decrease | 2.5% decrease | 2020-2021: 65% | 2.5% increase | 5% increase |

- Complete versions of Pages 1 & 3 for each vision card are attached in the board packet
- Measures can still be updated and adjusted if needed
- Board input needed: when and how to report back (annually or each card at a scheduled time?)
- Next report will also include Page 2 (Strategies Implemented) for each vision card

Enriching and accelerating learning



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PUBLIC SCHOOLS

Questions/Comments

Enriqueciendo y acelerando el aprendizaje

ACADEMICS

2021-26 Goals

Vision

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

Belief Statement

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

Rating Scale
Level 1 - Intervention (1.0-1.9)
Level 2 - High Concern (2.0-2.9)
Level 3 - Baseline (3.0-3.9)
Level 4 - Progressing (4.0-4.9)
Level 5 - Vision (5.0-5.9)

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

- Increase our districtwide four-year graduation rate.
 - » Ensure the demographics of students graduating in four years align with the overall demographics of RPS.
- Increase the districtwide seven-year graduation rate.
 - » Ensure the demographics of students graduating in seven years align with the overall demographics of RPS.
- Increase enrollment in college credit-bearing courses.
 - » Ensure the demographics of students enrolled in college credit-bearing courses align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the 3rd-grade MCA reading test.
 - » Ensure the demographics of students scoring proficient on the 3rd-grade MCA reading test align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the 5th grade Teacher’s College Benchmark Reading Assessment.
 - » Ensure the demographics of students scoring proficient on the 5th grade Teacher’s College Benchmark Reading Assessment align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the 8th-grade MCA math test.
 - » Ensure the demographics of students scoring proficient on the 8th-grade MCA math test align with the overall demographics of RPS.
- Develop a standard practice for a summative assessment at 8th grade level.
 - » Ensure the demographics of students scoring proficient on the 8th grade summative assessment align with the overall demographics of RPS.
- Improve pre-referral intervention systems to prevent unnecessary special education referrals.
 - » Ensure the demographics of students referred to special education align with the overall demographics of RPS.

1 2 **R** 4 5

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

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

-2 -1 **R** 1 2

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

- Increase course offerings at RHS.

-2 -1 **R** 1 2

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

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

-2 -1 **R** 1 2

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

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

-2 -1 **R** 1 2



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VISION CARD 1: ACADEMICS

| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|--|--|---|---|--|--|
| 1 | Increase our districtwide four-year graduation rate. | 5% decrease | 2.5% decrease | 2020 RPS 4-Year Graduation Rate: 86.3% | 2.5% increase | 5% increase |
| 2 | Ensure the demographics of all students graduating in 4 years align with overall demographics of RPS (The gap is the difference between the percentage of RPS 12th graders who are BIPOC and the percentage of students who graduated within 4 years who are BIPOC) | 10% increase in gap | 5% increase in gap | 2020: NO GAP | | Maintain no gap |
| 3 | Increase the districtwide 7-year graduation rate. | 5% decrease | 2.5% decrease | 2020 RPS 7-Year Graduation Rate: 85.7% | 2.5% increase | 5% increase |
| 4 | Ensure the demographics of all students graduating in 7 years align with overall demographics of RPS (The gap is the difference between the percentage of students in the class of three years prior who are BIPOC and the percentage of students who graduated within 7 years who are BIPOC) | 5% increase in gap | 2.5% increase in gap | Percentage of class of 2017 who are BIPOC: 69%; Percentage of class of 2017 graduating in 2020 or earlier who are BIPOC: 67%; 2020: Gap of 2% | 1% decrease in gap | 2% decrease in gap |
| 5 | Increase enrollment in college credit-bearing courses. | 5% decrease | 2.5% decrease | 2020-2021 Semester 2: 702 students | 2.5% increase | 5% increase |
| 6 | Ensure the demographics of students enrolled in college credit-bearing courses align with overall demographics of RPS (The gap is the difference between the percentage of RPS 9-12 graders who are BIPOC and the percentage of students enrolled in college credit classes who are BIPOC) | 5% increase in gap | 2.5% increase in gap | 2020-2021 Semester 2: Percentage of RPS 9-12 graders who are BIPOC: 73%; Percentage of students enrolled in college credit courses who are BIPOC: 68%; Gap of 5% | 2.5% decrease in gap | 5% decrease in gap |
| 7 | Increase the number of students scoring proficient on the 3rd-grade MCA reading test. | 5% decrease | 2.5% decrease | 2021: 33% of 3rd grade participants scored proficient. | 2.5% increase | 5% increase |
| 8 | Ensure the demographics of students scoring proficient on the 3rd grade reading MCA align with overall demographics of RPS. (The gap is the difference between the percentage of 3rd grade MCA participants who are BIPOC and the percentage of 3rd graders scoring proficient who are BIPOC) | 10% increase in gap | 5% increase in gap | 2021: Percentage of 3rd grade participants who are BIPOC: 72%; Percentage of 3rd graders scoring proficient who are BIPOC: 52%; Gap of 20% | 5% decrease in gap | 10% decrease in gap |
| 9 | Increase the number of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment. | 5% decrease | 2.5% decrease | 2020-2021 Trimester 3: 47% of 5th grade participants scored proficient. | 2.5% increase | 5% increase |
| 10 | Ensure the demographics of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment align with the overall demographics of RPS. (The gap is the difference between the percentage of 5th grade participants who are BIPOC and the percentage of RPS 5th graders scoring proficient who are BIPOC) | 5% increase in gap | 2.5% increase in gap | 2020-2021 Trimester 3: Percentage of 5th grade participants who are BIPOC: 74%; Percentage of students scoring proficient who are BIPOC: 68%; Gap of 6% | 2.5% decrease in gap | 5% decrease in gap |
| 11 | Increase the number of students scoring proficient on the 8th grade MCA math test. | 5% decrease | 2.5% decrease | 2021: 26% of 8th grade participants scored proficient | 2.5% increase | 5% increase |
| 12 | Ensure the demographics of students scoring proficient on the 8th grade MCA math test align with overall demographics of RPS. (The gap is the difference between the percentage of 8th grade participants who are BIPOC and the percentage of students scoring proficient who are BIPOC) | 10% increase in gap | 5% increase in gap | 2021: Percentage of 8th grade participants who are BIPOC: 67%; Percentage of students scoring proficient who are BIPOC: 40%; Gap of 27% | 5% decrease in gap | 10% decrease in gap |
| 13 | Develop a standard practice for a summative assessment at 8th grade level. | | | 2021: Assessment has not yet been developed. | | |
| 14 | Ensure the demographics of students scoring proficient on the 8th grade summative assessment align with the overall demographics of RPS. | | | 2021: Assessment has not yet been developed. | | |
| 15 | Improve pre-referral intervention systems to prevent unnecessary special education referrals. | 5% increase | 2.5% increase | 2021: 0 staff members trained in STAT process. | 2.5% decrease | 5% decrease |
| 16 | Ensure the demographics of students referred to special education align with overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of students referred to special education who are BIPOC) | 5% increase in gap | 2.5% increase in gap | 2018-2019: Percentage of RPS students who are BIPOC: 73%; Percentage of students referred to special education who are BIPOC: 75%; Gap of 2% | 1% decrease in gap | 2% decrease in gap |
| 17 | Maintain class size averages at 25 students per elementary class, 28 students per middle school class, and 30 students per high school class or better. | Class size average is 27 at elementary, 30 at middle, 32 at high | Class size average is 26 elementary, 29 at middle, 31 at high | Baseline class size averages set at 25 at elementary, 28 at middle, 30 at high | Class size average is 24 at elementary, 27 at middle, 29 at high | Class size average is 23 at elementary, 26 at middle, 28 at high |
| 18 | Increase course offerings at RHS. | 5% decrease | 2.5% decrease | 2020-2021 Semester 2: 202 course offerings | 2.5% increase | 5% increase |
| 19 | Increase the number of students receiving the seal of biliteracy | 5% decrease | 2.5 % decrease | 2020: 38 students received a seal of biliteracy | 2.5% increase | 5% increase |
| 20 | Increase the FAFSA and/or Dream Act application completion rate for eligible students. | | | Data not yet available. | | |
| 21 | Ensure the demographics of students with a completed FAFSA and/or Dream Act application align with overall demographics of RPS. (The gap is the difference between the percentage of RPS 12 graders who are BIPOC and the percentage of RPS 12th graders with a completed application who are BIPOC) | | | Data not yet available. | | |
| 22 | Increase the percentage of graduates enrolled in post-secondary education. | 10% decrease | 5% decrease | Class of 2019: 62% of graduates are enrolled in post-secondary education. | 2.5% increase | 5% increase |
| 23 | Ensure the demographics of graduates enrolled in post-secondary education align with the overall demographics of RPS. (The gap is the difference between the percentage of graduates who are BIPOC and the percentage of post-secondary enrolled students who are BIPOC) | 10% increase in gap | 5% increase in gap | Data not yet available. | 5% decrease in gap | 10% decrease in gap |

ACTIVITIES

2021-26 Goals

Vision

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

Belief Statement

Extracurricular activities are an asset to our entire school community, enhancing all aspects of school life and ensuring a well-rounded educational experience for students.

Rating Scale
Level 1 - Intervention (1.0-1.9)
Level 2 - High Concern (2.0-2.9)
Level 3 - Baseline (3.0-3.9)
Level 4 - Progressing (4.0-4.9)
Level 5 - Vision (5.0-5.9)

1. We will provide more variety of activity programs to cater to the needs and interests of all students.



- Increase the number of new activities that are started by students.

2. We will increase student participation in activity programs and better align the demographics of participating students with those of the overall student population.



- Increase the number of students participating in activities at the elementary level.
- Increase the number of students participating in activities at the middle school level.
- Increase the number of students participating in activities at the high school level.
 - » Ensure the demographics of students participating in activities align with the overall demographics of RPS.
- Increase the number of students with accommodations or modifications participating in activities.

3. We will increase attendance at games and performances to foster a greater sense of community.



- Increase the average number of people in attendance at games and performances.



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VISION CARD 2: ACTIVITIES

| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|--|---------------------|--------------------|---|--------------------|---------------------|
| 1 | Increase the number of new activities that are started by students. | | | Data not yet available. | | |
| 2 | Increase the number of students participating in activities at the elementary level. | | | Data not yet available. | | |
| 3 | Increase the number of students participating in activities at the middle school level. | 5% decrease | 2.5% decrease | 2019-2020: 256 middle school activities participants | 2.5% increase | 5% increase |
| 4 | Increase the number of students participating in activities at the high school level. | 5% decrease | 2.5% decrease | 2019-2020: 667 high school activities participants | 2.5% increase | 5% increase |
| 5 | Ensure the demographics of students participating in activities align with the overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of activities participants who are BIPOC) | 10% decrease in gap | 5% increase in gap | 2019-2020: Percentage of RPS students who are BIPOC: 72%; Percentage of activities participants who are BIPOC: 48%; Gap of 24% | 5% decrease in gap | 10% decrease in gap |
| 6 | Increase the number of students with accomodations or modifications participating in activities. | | | Data not yet available. | | |
| 7 | Increase the average number of people in attendance at games and performances. | | | Data not yet available. | | |

BUSINESS & OPERATIONS

Vision

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

Belief Statement

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

2021-26 Goals

Rating Scale

Level 1 - Intervention (1.0-1.9)

Level 2 - High Concern (2.0-2.9)

Level 3 - Baseline (3.0-3.9)

Level 4 - Progressing (4.0-4.9)

Level 5 - Vision (5.0-5.9)

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

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

-2 -1 **R** 1 2

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

- Decrease the magnitude of unmet facilities needs.

-2 -1 **R** 1 2

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

- Decrease District carbon dioxide emissions and overall energy usage.

-2 -1 **R** 1 2

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

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

-2 -1 **R** 1 2

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

- Improve audit practices to eliminate negative findings.

-2 -1 **R** 1 2

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

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

-2 -1 **R** 1 2

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

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

-2 -1 **R** 1 2



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VISION CARD 3: BUSINESS & OPERATIONS

| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|--|---|---|--|--|--|
| 1 | Decrease the number of staff members who voluntarily leave RPS per year. | 5% increase | 2.5% increase | 2020-2021: 141 staff members voluntarily left RPS | 2.5% decrease | 5% decrease |
| 2 | Increase the percentage of RPS staff hires who are black, indigenous and/or people of color. | Percentage of BIPOC new hires is 5% lower than RPS staff percentage | Percentage of BIPOC new hires is 2.5% lower than RPS staff percentage | 2020-2021: 19% of RPS staff members are BIPOC | Percentage of BIPOC new hires is 2.5% higher than RPS staff percentage | Percentage of BIPOC new hires is 5% higher than RPS staff percentage |
| 3 | Decrease the magnitude of unmet facilities needs. | 5% increase | 2.5% increase | FY21 LTFM Budget: \$2,445,861.00 plus \$11,079,154 for indoor air quality construction | 2.5% decrease | 5% decrease |
| 4 | Decrease District carbon dioxide emissions and overall energy usage. | | | Data from B3 Benchmarking not yet available. | | |
| 5 | Increase the percentage of students participating in schools meals per month. | 5% decrease | 2.5% decrease | Average over the month of November 2019: 49% of students participated in school breakfast, 70% of students participated in school lunch | 2.5% increase | 5% increase |
| 6 | Improve audit practices to eliminate negative findings. | 2 or more major findings | 1 major finding or 3 minor | Baseline set at: 2 minor findings | 1 minor finding | Fully clean |
| 7 | Increase the financial investment allocated to technology in the hands of students and teachers. | 5% decrease | 2.5% decrease | 2020-2021: \$3.5 million | 2.5% increase | 5% increase |
| 8 | Increase the percentage of RPS students receiving District transportation and/or safe routes to schools support. | 5% decrease | 2.5% decrease | 2020-2021: 1,318 students received transportation + 273 SRTS = 39% of RPS students) | 2.5% increase | 5% increase |

Vision

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

CLIMATE & CULTURE

2021-26 Goals

Rating Scale
Level 1 - Intervention (1.0-1.9)
Level 2 - High Concern (2.0-2.9)
Level 3 - Baseline (3.0-3.9)
Level 4 - Progressing (4.0-4.9)
Level 5 - Vision (5.0-5.9)

Belief Statement

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

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



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

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



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

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



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

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



- Increase the percentage of students reporting a strong sense of school pride.
 - » Ensure the demographics of students reporting a strong sense of school pride align with the overall demographics of RPS.

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



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

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



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



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VISION CARD 4: CLIMATE & CULTURE

| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|--|---------------------|--------------------|---|--------------------|---------------------|
| 1 | Decrease the total number of office referrals per semester. | 10% increase | 5% increase | 2019-2020 Semester 1: 729 referrals | 5% decrease | 10% decrease |
| 2 | Ensure the demographics of students receiving office referrals align with the overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of office referrals that are documented for BIPOC students) | 10% increase in gap | 5% increase in gap | 2019-2020 Semester 1: Percentage of RPS students who are BIPOC: 72%; Percentage of office referrals documented for BIPOC students: 83%; Gap of 11% | 5% decrease in gap | 10% decrease in gap |
| 3 | Increase the percentage of students reporting a positive school climate. | 10% decrease | 5% decrease | 2019-2020: 68% of students report a positive school climate | 5% increase | 10% increase |
| 4 | Ensure the demographics of students reporting a positive school climate align with the overall demographics of RPS. (The gap is the difference between the percentage of survey participants who are BIPOC and the percentage of students reporting a positive climate who are BIPOC) | 10% increase in gap | 5% increase in gap | 2019-2020: NO GAP | | Maintain no gap |
| 5 | Increase the number of staff members whose main role is to support social-emotional learning. | 5% decrease | 2.5% decrease | 2020-2021: 38 staff members, including outreach workers | 2.5% increase | 5% increase |
| 6 | Increase the number of student and family groups whose main purpose is to support traditionally marginalized students and families. | 10% decrease | 5% decrease | 2020-2021: 4 family groups | 5% increase | 10% increase |
| 7 | Increase the percentage of students reporting a strong sense of school pride. | | | Data not yet available. | | |
| 8 | Ensure the demographics of students reporting a strong sense of school pride align with the overall demographics of RPS. (The gap is the difference between the percentage of survey participants who are BIPOC and the percentage of students reporting a strong sense of school pride who are BIPOC) | | | Data not yet available. | | |
| 9 | Increase the number of volunteers who support RPS schools. | | | Data not yet available. | | |
| 10 | Increase the percentage of student conferences completed per semester. | 5% decrease | 2.5% decrease | 2020-2021: Elementary conference attendance averaged 97%; Secondary conference attendance averaged 63% | 2.5% increase | 5% increase |
| 11 | Increase the number of hours RPS students report volunteering in the community per year. | | | Data not yet available. | | |

COMMUNICATION & MARKETING

Vision

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

Belief Statement

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

2021-26 Goals

Rating Scale
Level 1 - Intervention (1.0-1.9)
Level 2 - High Concern (2.0-2.9)
Level 3 - Baseline (3.0-3.9)
Level 4 - Progressing (4.0-4.9)
Level 5 - Vision (5.0-5.9)

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

-2

-1

R

1

2

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

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

-2

-1

R

1

2

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

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

-2

-1

R

1

2

- Increase RPS website traffic from social media referrals.
- Increase RPS enrollment market share percentage.



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VISION CARD 5: COMMUNICATION & MARKETING

| Item | Measure | Level -2 | Level -1 | Baseline | Level 1 | Level 2 |
|------|---|-------------|---------------|--|---------------|-------------|
| 1 | Increase the percentage of families reporting a high level of connection to their student's teachers. | 5% decrease | 2.5% decrease | 2020-2021: 83% of families report high level of connection | 2.5% increase | 5% increase |
| 2 | Increase the percentage of staff members reporting that district communication is effective. | 5% decrease | 2.5% decrease | 2020-2021: 78% of staff members report communication is effective | 2.5% increase | 5% increase |
| 3 | Increase the percentage of families reporting that district communication is effective. | 5% decrease | 2.5% decrease | 2020-2021: 69% of families report communication is effective | 2.5% increase | 5% increase |
| 4 | Increase the number of positive news stories about RPS published per year. | 5% decrease | 2.5% decrease | 2020-2021: 17 positive stories published, excluding athletics & COVID-related | 2.5% increase | 5% increase |
| 5 | Increase the average community engagement with RPS social media posts. | 5% decrease | 2.5% decrease | 2020-2021: Average of 54 engagements per Facebook post | 2.5% increase | 5% increase |
| 6 | Increase RPS website traffic from social media referrals. | 5% decrease | 2.5% decrease | 2020-2021: 6,155 website hits from social media referrals | 2.5% increase | 5% increase |
| 7 | Increase RPS enrollment market share percentage. | 5% decrease | 2.5% decrease | 2020-2021: 65% | 2.5% increase | 5% increase |

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Planning for the 2021-2022 School Year

July 12, 2021

Enriqueciendo y acelerando el aprendizaje

2021-2022 School Year: Programming



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- This fall will be a relaunch of a “typical” school year.
- Currently, MDE is only allowing in person and blended (hybrid) programs for the fall, not full distance programs (unless it was a pre-approved online program before the pandemic)
- Our survey of families garnered a small amount of interest in blended or online programming
- We are in the process of deciding whether or not to move forward with a blended program option for all grade levels for the fall

| School | Grade Level | Distance | Hybrid | Total |
|------------------|-------------|----------|--------|-------|
| Elementary Total | K | 6 | 0 | 6 |
| | 1 | 9 | 5 | 14 |
| | 2 | 5 | 2 | 7 |
| | 3 | 5 | 4 | 9 |
| | 4 | 7 | 6 | 13 |
| | 5 | 6 | 4 | 10 |
| Middle Total | 6 | 2 | 10 | 12 |
| | 7 | 10 | 8 | 18 |
| | 8 | 7 | 11 | 18 |
| High Total | 9 | 9 | 12 | 21 |
| | 10 | 6 | 10 | 16 |
| | 11 | 8 | 14 | 22 |
| | 12 | 11 | 8 | 19 |

- We are currently using the following procedures for summer school and gathering community feedback for any changes that may occur for fall:
 - Students and staff are asked to perform home health screenings and stay home when experiencing symptoms
 - Regular handwashing/sanitizing is taught and encouraged
 - All cleaning protocols are still in place
 - Air quality and ventilation is continuously monitored
 - Masks are required on district transportation and for all students in grades PreK-8 when indoors
 - Masks are optional for staff and students in grades 9-12 who have been vaccinated
 - Social distancing is still in place
 - Contact tracing is still in place

- Transportation and school start times are being reviewed in light of future COVID protocols.
 - In the process of reviewing possible changes to the transportation policy – may bring this to the board next meeting to revert to the previous walk zones
- Possible school start times:

| | bus drop | bell times | bus leave times |
|-----------------|----------|------------|-----------------|
| Blessed Trinity | 7:10 | | 2:05 |
| RDLS/STEM | 7:20 | 7:30-2:00 | 2:10 |
| CENT & SH | 7:55 | 8:05-2:55 | 3:05 |
| RHS & RMS | 8:30 | 8:40-3:30 | 3:40 |
| Partnership | 9:00 | | 4:10 |

Positive Pandemic Carryovers

- Continue online learning options for specific scenarios?
 - Snow days
 - Sub shortages
- Elementary
 - Continue Specialist PLC meetings across buildings (Art with Art, PE with PE, etc)
 - Continue to offer virtual conferences to families
- Secondary
 - Improved systems and structures to support student needs
 - Improved advisory/AIRPod and WIN time built into schedules

Planning Process



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- Late July launch of planning teams
- Getting input from students, families, and staff
- Designing the possible blended program



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Questions/Comments

Enriqueciendo y acelerando el aprendizaje

| FUND | CHECK | DATE | VENDOR | TYPE | AMOUNT |
|------|--------|------------|------------------------------------|------|------------|
| 01 | 301445 | 06/09/2021 | DUINA HERNANDEZ | R | 400.00 |
| 01 | 301446 | 06/10/2021 | AIM ELECTRONICS INC | R | 337.96 |
| 01 | 301447 | 06/10/2021 | ALLIED PROFESSIONALS, INC. | R | 2,031.00 |
| 01 | 301448 | 06/10/2021 | APPRIZE TECHNOLOGY | R | 1,300.00 |
| 01 | 301449 | 06/10/2021 | NASCO | R | 2,155.19 |
| 01 | 301450 | 06/10/2021 | BAND SHOPPE | R | 432.35 |
| 01 | 301451 | 06/10/2021 | BARNES & NOBLE BOOK | R | 960.97 |
| 01 | 301452 | 06/10/2021 | BEN FRANKLIN ELECTRIC INC | R | 435.00 |
| 01 | 301453 | 06/10/2021 | BENCHMARK EDUCATION COMPANY, LLC. | R | 50,065.05 |
| 01 | 301454 | 06/10/2021 | BORMAN PRODUCTIONS LLC | R | 350.00 |
| 01 | 301455 | 06/10/2021 | BSN SPORTS, LLC | R | 103,240.08 |
| 01 | 301456 | 06/10/2021 | BUSINESS ESSENTIALS | R | 48.06 |
| 01 | 301457 | 06/10/2021 | CALLISTER CURT | R | 80.00 |
| 01 | 301458 | 06/10/2021 | CAPTIVATE MEDIA & CONSULTING | R | 1,240.00 |
| 01 | 301459 | 06/10/2021 | CDW GOVERNMENT INC | R | 372,401.80 |
| 01 | 301460 | 06/10/2021 | CEP ART & DESIGN | R | 369.00 |
| 01 | 301461 | 06/10/2021 | CITY OF RICHFIELD | R | 6,785.59 |
| 01 | 301462 | 06/10/2021 | CITY OF RICHFIELD | R | 1,120.86 |
| 01 | 301463 | 06/10/2021 | CONLEE JAMES D | R | 80.00 |
| 01 | 301464 | 06/10/2021 | CONTEMPORARY TRANSPORTATION LLC | R | 3,010.00 |
| 01 | 301465 | 06/10/2021 | CONTINENTAL CLAY CO | R | 28.09 |
| 01 | 301466 | 06/10/2021 | DICKS LAKEVILLE SANITATION INC | R | 5,963.48 |
| 01 | 301467 | 06/10/2021 | DIGITAL INSURANCE LLC | R | 3,537.00 |
| 01 | 301468 | 06/10/2021 | ECM PUBLISHERS INC | R | 113.05 |
| 01 | 301469 | 06/10/2021 | EDUCATORS BENEFIT CONSULTANTS LLC | R | 432.97 |
| 01 | 301470 | 06/10/2021 | FURTHER | R | 5,913.00 |
| 01 | 301471 | 06/10/2021 | GLASS DOCTOR OF MINNEAPOLIS | R | 391.18 |
| 01 | 301472 | 06/10/2021 | WW GRAINGER INC | R | 117.12 |
| 01 | 301473 | 06/10/2021 | HAGBERG ED | R | 80.00 |
| 01 | 301474 | 06/10/2021 | HAWKINS INC | R | 15.00 |
| 01 | 301475 | 06/10/2021 | HEALTHJOY LLC | R | 11,076.00 |
| 01 | 301476 | 06/10/2021 | HERFF JONES INC | R | 202.11 |
| 01 | 301477 | 06/10/2021 | HOGLUND BUS CO INC | R | 16.43 |
| 01 | 301478 | 06/10/2021 | HOME DEPOT U.S.A. | R | 1,068.89 |
| 01 | 301479 | 06/10/2021 | IIX INSURANCE INFORMATION EXCHANGE | R | 69.95 |
| 01 | 301480 | 06/10/2021 | INNOVATIVE OFFICE SOLUTIONS LLC | R | 74.14 |
| 01 | 301481 | 06/10/2021 | JUNDT JOHN W | R | 80.00 |
| 01 | 301482 | 06/10/2021 | KERAN SAMUEL | R | 80.00 |
| 01 | 301483 | 06/10/2021 | LUBE TECH & PARTNERS LLC | R | 55.00 |
| 01 | 301484 | 06/10/2021 | LYNX SYSTEM DEVELOPERS, INC | R | 1,317.00 |
| 01 | 301485 | 06/10/2021 | MARTIN JACKSON | R | 200.00 |
| 01 | 301486 | 06/10/2021 | MATRIX COMMUNICATIONS INC | R | 25,585.84 |
| 01 | 301487 | 06/10/2021 | MCCORMICK'S GROUP, LLC | R | 312.22 |
| 01 | 301488 | 06/10/2021 | METRO WEST CONFERENCE | R | 1,500.00 |
| 01 | 301489 | 06/10/2021 | TRANSLATIONS IN MOTION, INC | R | 407.60 |
| 01 | 301490 | 06/10/2021 | MINUTEMAN PRESS OF RICHFIELD | R | 430.13 |
| 01 | 301491 | 06/10/2021 | NOKOMIS SHOE SHOP | R | 125.00 |
| 01 | 301492 | 06/10/2021 | NOVACARE REHABILITATION | R | 75.00 |
| 01 | 301493 | 06/10/2021 | OCCUPATIONAL MEDICINE CONSULTANTS | R | 75.00 |

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|----|---------|------------|-------------------------------------|---|------------|
| 01 | 301494 | 06/10/2021 | PITNEY BOWES GLOBAL FINANCIAL SVC | R | 1,104.42 |
| 01 | 301495 | 06/10/2021 | PLANTING PEOPLE GROWING JUSTICE LLC | R | 2,334.00 |
| 01 | 301496 | 06/10/2021 | REACH COMMUNICATIONS, INC | R | 24,637.00 |
| 01 | 301497 | 06/10/2021 | REGION 6 AA-MSHSL | R | 225.00 |
| 01 | 301498 | 06/10/2021 | I3-MPN, LLC | R | 750.00 |
| 01 | 301499 | 06/10/2021 | STARFALL EDUCATION FOUNDATION | R | 70.00 |
| 01 | 301500 | 06/10/2021 | THREE RIVERS PARK DISTRICT | R | 558.00 |
| 01 | 301501 | 06/10/2021 | TOWN & COUNTRY FENCE | R | 3,525.00 |
| 01 | 301502 | 06/10/2021 | TRUGREEN LIMITED PARTNERSHIP | R | 4,922.40 |
| 01 | 301503 | 06/10/2021 | TWIN CITY HARDWARE | R | 4,828.16 |
| 01 | 301504 | 06/10/2021 | TWIN CITY TRANSPORTATION | R | 171,650.42 |
| 01 | 301505 | 06/10/2021 | VISU-SEWER, INC. | R | 7,118.75 |
| 01 | 301506 | 06/10/2021 | WORM, MARK | R | 80.00 |
| 01 | 301507 | 06/10/2021 | XCEL ENERGY | R | 42.76 |
| 01 | 301508 | 06/10/2021 | TAFFE SARAH ANN | R | 8,165.60 |
| 01 | V610886 | 06/10/2021 | MARGARET R HOEHN | V | -137.43 |
| 01 | 301509 | 06/11/2021 | CINTAS | R | 629.43 |
| 01 | V610933 | 06/14/2021 | MARGARET R HOEHN | R | 137.43 |
| 01 | V610934 | 06/14/2021 | VERONICA BACH-DOWD | R | 154.98 |
| 01 | V610935 | 06/14/2021 | JILL A CARLTON | R | 59.31 |
| 01 | V610936 | 06/14/2021 | JENNIFER J CRUZ ESTEVA | R | 22.00 |
| 01 | V610937 | 06/14/2021 | STEVEN T FLUCAS | R | 62.36 |
| 01 | V610938 | 06/14/2021 | MELISSA L GLAVAS | R | 2,974.14 |
| 01 | V610939 | 06/14/2021 | SHANNON J LINDBERG | R | 480.00 |
| 01 | V610940 | 06/14/2021 | LIBBY C NELSON | R | 21.89 |
| 01 | V610941 | 06/14/2021 | AMY M PONCE | R | 24.87 |
| 01 | V610942 | 06/14/2021 | CHRISTINA G RHOADES | R | 97.89 |
| 01 | V610943 | 06/14/2021 | DANE A SMITH | R | 23.18 |
| 01 | V610944 | 06/14/2021 | KASYA L WILLHITE | R | 370.58 |
| 01 | V610945 | 06/14/2021 | MELISSA J WILLIAMS | R | 8.37 |
| 01 | V610946 | 06/14/2021 | AUBREE M YUNKER | R | 19.16 |
| 01 | 301510 | 06/16/2021 | CITY OF RICHFIELD | R | 2,516.38 |
| 01 | 301511 | 06/16/2021 | LANGUAGE LINE SERVICE | R | 1,996.07 |
| 01 | 301512 | 06/16/2021 | MULTILINGUAL WORD INC | R | 3,487.25 |
| 01 | 301513 | 06/17/2021 | ABAY ABEL | R | 20.00 |
| 01 | 301514 | 06/17/2021 | ALLEN RICK | R | 90.00 |
| 01 | 301515 | 06/17/2021 | ALLIED PROFESSIONALS, INC. | R | 884.50 |
| 01 | 301516 | 06/17/2021 | NASCO | R | 450.44 |
| 01 | 301517 | 06/17/2021 | ARVIG ENTERPRISES INC | R | 1,107.90 |
| 01 | 301518 | 06/17/2021 | ASCD-ASSOC FOR SUPEVISION & CURRICU | R | 89.00 |
| 01 | 301520 | 06/17/2021 | BIX FRUIT COMPANY | R | 15,254.03 |
| 01 | 301521 | 06/17/2021 | BLACK DAVID | R | 90.00 |
| 01 | 301522 | 06/17/2021 | BLUE CROSS BLUE SHIELD OF MINNESOTA | R | 3,018.00 |
| 01 | 301523 | 06/17/2021 | BRINK'S INCORPORATED | R | 1,419.59 |
| 01 | 301524 | 06/17/2021 | BROWN CARLA | R | 90.00 |
| 01 | 301525 | 06/17/2021 | BSN SPORTS, LLC | R | 1,987.82 |
| 01 | 301526 | 06/17/2021 | BUSINESS ESSENTIALS | R | 6.09 |
| 01 | 301527 | 06/17/2021 | CENTURYLINK | R | 113.56 |
| 01 | 301528 | 06/17/2021 | CHAMPION YOUTH | R | 731.50 |
| 01 | 301529 | 06/17/2021 | CHRISTIAN NICHOLAS | R | 90.00 |

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|----|--------|------------|-------------------------------------|---|-----------|
| 01 | 301530 | 06/17/2021 | CINTAS CORPORATION NO 2 | R | 104.34 |
| 01 | 301531 | 06/17/2021 | CITY OF RICHFIELD | R | 6,621.13 |
| 01 | 301532 | 06/17/2021 | COMCAST BUSINESS | R | 529.74 |
| 01 | 301533 | 06/17/2021 | COMMERCIAL KITCHEN | R | 2,278.93 |
| 01 | 301534 | 06/17/2021 | CONTINENTAL SAFETY EQUIPMENT | R | 309.56 |
| 01 | 301535 | 06/17/2021 | CRISTIAN GORDILLO DIEA | R | 20.00 |
| 01 | 301536 | 06/17/2021 | CUB FOODS | R | 417.27 |
| 01 | 301537 | 06/17/2021 | CULLIGAN SOFT WATER | R | 9.50 |
| 01 | 301538 | 06/17/2021 | DARK KNIGHT SOLUTIONS, LLC | R | 350.00 |
| 01 | 301539 | 06/17/2021 | DIDAX | R | 80.93 |
| 01 | 301540 | 06/17/2021 | ECM PUBLISHERS INC | R | 748.55 |
| 01 | 301541 | 06/17/2021 | BEARY SPECIAL WORKSHOPS | R | 5,967.00 |
| 01 | 301542 | 06/17/2021 | FAIRCON SERVICE COMPANY | R | 850.65 |
| 01 | 301543 | 06/17/2021 | FASTENAL INDUSTRIAL | R | 157.93 |
| 01 | 301544 | 06/17/2021 | FONSECA REBECA | R | 20.00 |
| 01 | 301545 | 06/17/2021 | HASTINGS CREAMERY LLC | R | 7,453.68 |
| 01 | 301546 | 06/17/2021 | HEINEMANN | R | 3,623.16 |
| 01 | 301547 | 06/17/2021 | HERFF JONES INC | R | 3,538.63 |
| 01 | 301548 | 06/17/2021 | HILLYARD | R | 1,097.47 |
| 01 | 301549 | 06/17/2021 | HR SIMPLIFIED INC. | R | 885.00 |
| 01 | 301550 | 06/17/2021 | HUBERTY MATTHEW | R | 90.00 |
| 01 | 301551 | 06/17/2021 | HUEBNER DAVE | R | 125.00 |
| 01 | 301552 | 06/17/2021 | INSTITUTE FOR ENVIROMENTAL | R | 1,733.75 |
| 01 | 301553 | 06/17/2021 | KIDCREATE STUDIO | R | 252.00 |
| 01 | 301554 | 06/17/2021 | LARSON ENGINEERING | R | 850.00 |
| 01 | 301555 | 06/17/2021 | LOFFLER | R | 1,225.09 |
| 01 | 301556 | 06/17/2021 | LOFFLER COMPANIES | R | 278.00 |
| 01 | 301557 | 06/17/2021 | MINUTEMAN PRESS OF RICHFIELD | R | 831.00 |
| 01 | 301558 | 06/17/2021 | ALBIN ACQUISITION CORP | R | 7.50 |
| 01 | 301559 | 06/17/2021 | MULTILINGUAL WORD INC | R | 5,562.75 |
| 01 | 301560 | 06/17/2021 | NORTHERN STAR COUNCIL / BSA | R | 550.00 |
| 01 | 301561 | 06/17/2021 | OLSON CHAD | R | 450.00 |
| 01 | 301562 | 06/17/2021 | PAN O GOLD BAKING CO | R | 683.00 |
| 01 | 301563 | 06/17/2021 | PREMIUM WATERS INC | R | 28.00 |
| 01 | 301564 | 06/17/2021 | REGION 3AA | R | 15,100.00 |
| 01 | 301565 | 06/17/2021 | REHABMART, LLC | R | 1,715.99 |
| 01 | 301566 | 06/17/2021 | ROSEN MARK | R | 90.00 |
| 01 | 301567 | 06/17/2021 | SCHMEICHEL RUSS | R | 250.00 |
| 01 | 301568 | 06/17/2021 | SCHMITT MUSIC CREDIT | R | 12.39 |
| 01 | 301569 | 06/17/2021 | SCHOOL SPECIALTY, LLC | R | 76.60 |
| 01 | 301570 | 06/17/2021 | SMARTSENSE BY DIGI | R | 330.00 |
| 01 | 301571 | 06/17/2021 | SOFIA GARCIA-SILVA | R | 20.00 |
| 01 | 301572 | 06/17/2021 | TEAM SPORTING GOODS, INC. | R | 19,199.00 |
| 01 | 301573 | 06/17/2021 | THE PRINT SHOP | R | 154.00 |
| 01 | 301574 | 06/17/2021 | TRIO SUPPLY COMPANY | R | 2,490.14 |
| 01 | 301575 | 06/17/2021 | UHL COMPANY INC | R | 4,450.00 |
| 01 | 301576 | 06/17/2021 | UNITED HEALTHCARE INSURANCE CO | R | 503.63 |
| 01 | 301577 | 06/17/2021 | UNITED HEALTHCARE/AARP MEDICARE RX | R | 88.70 |
| 01 | 301578 | 06/17/2021 | UNITED HEARTHCARE /AARP MEDICARE RX | R | 88.70 |
| 01 | 301580 | 06/17/2021 | UPPER LAKES FOODS | R | 23,655.65 |

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|----------------------------------|---------|------------|-----------------------------|---|---------------------|
| 01 | 301581 | 06/17/2021 | VELOCITY DRAIN SERVICES INC | R | 160.00 |
| 01 | 301582 | 06/17/2021 | VERIZON WIRELESS | R | 464.26 |
| 01 | V610947 | 06/21/2021 | WANDA L CORA-PACHECO | R | 1,695.84 |
| 01 | V610948 | 06/21/2021 | IDANIA E MENDOZA RODRIGUEZ | R | 696.05 |
| 01 | 301583 | 06/22/2021 | PURCHASE POWER | R | 4,970.00 |
| 01 | 301584 | 06/22/2021 | LANGUAGE LINE SERVICE | R | 2,763.73 |
| 01 | 301585 | 06/22/2021 | TEACHING STRATEGIES, LLC | R | 44,742.00 |
| TOTAL CHECKS & E-PAYS | | | | | 1,046,032.15 |

CHECK & E-PAY RUNS FOR 06/28/2021 BOARD REPORTS

| BANK 05 | DATE | AMOUNT |
|------------------------|-----------|------------|
| CHECKS | 6/9/2021 | 400.00 |
| | 6/10/2021 | 835,795.62 |
| | 6/16/2021 | 7,999.70 |
| | 6/17/2021 | 142,021.05 |
| | 6/21/2021 | 2,391.89 |
| | 6/22/2021 | 52,475.73 |
| BLESSED TRINITY CHECKS | 6/11/2021 | 629.43 |
| E-PAY | 6/14/2021 | 4,318.73 |

| | |
|--------------------------------|--------------|
| CHECK REGISTER BANK 05 TOTAL = | 1,046,032.15 |
|--------------------------------|--------------|

| BREAKDOWN | |
|--------------|--------------|
| 01-206-00 | 787,035.01 |
| 02-206-00 | 53,126.44 |
| 03-206-00 | 177,950.42 |
| 04-206-00 | 11,789.28 |
| 06-206-00 | - |
| 07-206-00 | - |
| 18-206-00 | - |
| 20-206-00 | 14,513.40 |
| 21-206-00 | 1,617.60 |
| 47-206-00 | - |
| BANK TOTAL = | 1,046,032.15 |

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, June 28, 2021
7:00 p.m. School Board Meeting

I. CALL TO ORDER

The regular meeting of the Board of Education of ISD 280, Hennepin County, Richfield, Minnesota was held on Monday, June 28, 2021 in the boardroom at the Richfield Public Schools district office, with an option for joining virtually due to the current federal and state emergency declarations and guidance about limiting person-to-person contact because of the COVID-19 (coronavirus) pandemic. Chair Timothy Pollis called the Regular Board Meeting to order at 7 p.m. with the following school board members in attendance: Cole, Maleck, Smisek and Toensing.

Administrators present were Superintendent Unowsky, Asst. Superintendent Daniels, Executive Director Clarkson and Chief HR & Admin Officer Holje.

II. REVIEW AND APPROVAL OF THE AGENDA

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

III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS

- A. Public Comment
- B. Superintendent Update
 - 1. Q-Comp Annual Report
 - 2. Health & Safety Report

IV. CONSENT AGENDA

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

- A. Routine Matters
 - 1. Minutes of the regular meeting held June 14, 2021
 - 2. General Disbursements as of 6/22/21 in the amount of \$1,046,032.15
 - 3. Year-to-Date Finance Update
- B. Personnel Items

Certified Full Time Resignation

Shelly Ross – Special Education – EBD – RHS

Effective Date: 6/11/2021
Years in Richfield: 6

Certified Full Time Probationary Non-Renewal Pursuant to Minnesota Statute 122A.40, Subdivision 5

Joseph Walker – Social Studies – RHS
Effective Date: 6/11/2021
Years in Richfield: 2

Classified Part Time Position For Employment – Outreach Worker

Shukri Abukar – 20 hours/wk, Outreach Worker Bilingual – CEC – Effective 6/21/2021

Classified Part Time Time Resignation – Paraprofessional

Anna Stecker - 32.5 hr/wk - Paraprofessional – Centennial Elem - Effective 6/9/2021

Classified Part Time Probationary Termination – Paraprofessional

Genesis Meza - 35 hr/wk - Instructional Para - RDLS
Mary Zetzman 13.75 hr/wk - Managerial Para - Sheridan Hills
Emily Shaw - 20 hr/wk, - Instructional Para - Sheridan Hills
Eric Mayo - 32.5 hr/wk - SPED Para -RSTEM

Chair Pollis called a recess at 8:17 pm.

V. OLD BUSINESS

- ~~A. Policy 613 – Religion in the Schools & Administrative Guideline 613.1 – third read~~
- ~~B. Policy 614 – Animals in Schools and Classrooms & Administrative Guideline 614.1 – second read~~
- ~~C. Policy 616 – School Sponsored Student Publications – second read~~
- ~~D. 2021-2022 Board Meeting Dates~~

VI. NEW BUSINESS

- ~~A. Policy 676 – Adult Education – first read~~
- ~~B. Sheridan Hills Change Order #23~~
- ~~C. RMS Change Orders #19 & #20~~
- ~~D. Central Change Order #4~~
- ~~E. Solar Power Contract – Ideal Energies~~
- ~~F. Donations~~

VII. ADVANCE PLANNING

- ~~A. Legislative Update~~
- ~~B. Information and Questions from Board~~
- ~~C. Future Meeting Dates~~
 - ~~7-12-2021 6:00 p.m. School Board Study Session~~
 - ~~7-12-2021 7:00 p.m. Regular Board Meeting – Public Comment~~
 - ~~8-2-2021 7:00 p.m. Regular Board Meeting~~

~~D. Suggested/Future Agenda Items~~

~~VIII. ADJOURN REGULAR MEETING~~

Chair Pollis adjourned the meeting at 8:51 p.m.

| FUND | CHECK | DATE | VENDOR | TYPE | AMOUNT |
|------|--------|------------|-------------------------------------|------|------------|
| 01 | 301586 | 06/24/2021 | ACT INC | R | 8,658.00 |
| 01 | 301587 | 06/24/2021 | ALL STATE COMMUNICATIONS INC | R | 9,640.00 |
| 01 | 301588 | 06/24/2021 | ALTMAN ADAM | R | 420.00 |
| 01 | 301589 | 06/24/2021 | BAND SHOPPE | R | 114.80 |
| 01 | 301590 | 06/24/2021 | BEN FRANKLIN ELECTRIC INC | R | 1,760.00 |
| 01 | 301591 | 06/24/2021 | BLUE CROSS BLUE SHIELD OF MINNESOTA | R | 7,040.00 |
| 01 | 301592 | 06/24/2021 | BSN SPORTS, LLC | R | 436.26 |
| 01 | 301593 | 06/24/2021 | CANON USA | R | 4,166.53 |
| 01 | 301594 | 06/24/2021 | CATALYST BUYING GROUP LLC | R | 2,941.24 |
| 01 | 301595 | 06/24/2021 | CITY OF RICHFIELD | R | 6,785.51 |
| 01 | 301596 | 06/24/2021 | COLLEGE BOARD | R | 22,846.00 |
| 01 | 301597 | 06/24/2021 | EDUCATORS BENEFIT CONSULTANTS LLC | R | 102.00 |
| 01 | 301598 | 06/24/2021 | GROUP MEDICAREBLUE RX | R | 6,342.00 |
| 01 | 301599 | 06/24/2021 | HEINEMANN | R | 8,977.29 |
| 01 | 301600 | 06/24/2021 | INSTITUTE FOR ENVIROMENTAL | R | 5,680.00 |
| 01 | 301601 | 06/24/2021 | INTERMEDIATE DISTRICT 287 | R | 105,010.24 |
| 01 | 301602 | 06/24/2021 | ISD #271 | R | 200.00 |
| 01 | 301603 | 06/24/2021 | KINECT ENERGY INC | R | 12,210.65 |
| 01 | 301604 | 06/24/2021 | LEEN ALEX | R | 20.00 |
| 01 | 301605 | 06/24/2021 | LOFFLER COMPANIES | R | 734.00 |
| 01 | 301606 | 06/24/2021 | LOMAX CARLA | R | 240.00 |
| 01 | 301607 | 06/24/2021 | MADISON NATIONAL LIFE INS CO INC | R | 30,963.36 |
| 01 | 301608 | 06/24/2021 | MESSERLI & KRAMER | R | 5,503.74 |
| 01 | 301609 | 06/24/2021 | MINNESOTA STATE HIGH SCHOOL LEAGUE | R | 750.00 |
| 01 | 301610 | 06/24/2021 | MOSHIER LENNY | R | 144.00 |
| 01 | 301611 | 06/24/2021 | OCCUPATIONAL MEDICINE CONSULTANTS | R | 681.00 |
| 01 | 301612 | 06/24/2021 | LINDSEY JANE GUETTER | R | 255.00 |
| 01 | 301613 | 06/24/2021 | RAPIT PRINTING | R | 548.81 |
| 01 | 301614 | 06/24/2021 | RATWIK ROSZAK & MALONEY PA | R | 234.00 |
| 01 | 301615 | 06/24/2021 | REGION 6 AA-MSHSL | R | 100.00 |
| 01 | 301616 | 06/24/2021 | RUPP ANDERSON SQUIRES & WALDSPURGER | R | 6,656.29 |
| 01 | 301617 | 06/24/2021 | RYAN JEANNIE M | R | 642.91 |
| 01 | 301618 | 06/24/2021 | SAMRETH CREATIONS | R | 1,450.00 |
| 01 | 301619 | 06/24/2021 | SCHOOL SERVICE EMPLOYEES UNION | R | 8,554.66 |
| 01 | 301620 | 06/24/2021 | TAHO SPORTSWEAR INC | R | 1,919.30 |
| 01 | 301621 | 06/24/2021 | THIMM BRENNAN | R | 20.00 |
| 01 | 301622 | 06/24/2021 | THOMPSON ERROL | R | 144.00 |
| 01 | 301623 | 06/24/2021 | THREE RIVERS PARK DISTRICT | R | 558.00 |
| 01 | 301624 | 06/24/2021 | UNITED STATES TREASURER | R | 830.00 |
| 01 | 301625 | 06/24/2021 | UNIVERSITY OF MINNESOTA | R | 290.00 |
| 01 | 301626 | 06/24/2021 | VALLEY WEST SEWING | R | 271.42 |
| 01 | 301627 | 06/24/2021 | VANESSA MERRY | R | 128.30 |
| 01 | 301628 | 06/24/2021 | VSP VISION SERVICE PLAN | R | 3,199.23 |
| 01 | 301629 | 06/24/2021 | WEIRICH MYA | R | 20.00 |
| 01 | 301630 | 06/24/2021 | XCEL ENERGY | R | 65,321.52 |
| 01 | 301631 | 06/25/2021 | ACTION FENCE, INC. | R | 13,220.00 |
| 01 | 301632 | 06/25/2021 | ALL FURNITURE INC | R | 33,765.40 |
| 01 | 301633 | 06/25/2021 | BRAUN INTERTEC CORP | R | 1,920.00 |
| 01 | 301634 | 06/25/2021 | CORVAL CONSTRUCTION | R | 33,054.74 |

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|----|---------|------------|-------------------------------------|---|------------|
| 01 | 301635 | 06/25/2021 | FLICEK WELDING | R | 3,500.00 |
| 01 | 301636 | 06/25/2021 | HAKANSON ANDERSON ASSOCIATES INC | R | 4,700.00 |
| 01 | 301637 | 06/25/2021 | ICS CONSULTING, INC. | R | 69,369.50 |
| 01 | 301638 | 06/25/2021 | LS BLACK CONSTRUCTORS, INC. | R | 229,125.56 |
| 01 | 301639 | 06/25/2021 | OLYMPIC COMMUNICATIONS INC | R | 4,500.00 |
| 01 | 301640 | 06/25/2021 | RED CEDAR STEEL ERECTORS, INC. | R | 10,256.00 |
| 01 | 301641 | 06/25/2021 | ROCHON CORPORATION MINNESOTA | R | 601,199.45 |
| 01 | 301642 | 06/25/2021 | SHAW-LUNDQUIST ASSOCIATES, INC. | R | 505,457.43 |
| 01 | 301643 | 06/25/2021 | TWIN CITY HARDWARE | R | 6,464.22 |
| 01 | 301644 | 06/25/2021 | ULINE | R | 532.52 |
| 01 | 301645 | 06/25/2021 | WOLD ARCHITECTS AND ENGINEERS | R | 33,985.00 |
| 01 | V610949 | 06/25/2021 | CHARITY C KROEGER | R | 50.00 |
| 01 | V610950 | 06/25/2021 | PATRICIA M FENELON | R | 64.98 |
| 01 | V610951 | 06/25/2021 | MELISSA E FINDLAY-LAMPKIN | R | 10.00 |
| 01 | V610952 | 06/25/2021 | KENNETH C FRIEL | R | 45.34 |
| 01 | V610953 | 06/25/2021 | MARIA GRAVER | R | 43.07 |
| 01 | V610954 | 06/25/2021 | MAIA M MACK | R | 404.89 |
| 01 | V610955 | 06/25/2021 | CHRISTINE M RITTER | R | 166.32 |
| 01 | 301646 | 06/30/2021 | ACADEMY OF HOLY ANGELS | R | 3,744.02 |
| 01 | 301649 | 06/30/2021 | AMAZON.COM SYNCB/AMAZON | R | 6,256.61 |
| 01 | 301650 | 06/30/2021 | AIM ELECTRONICS INC | R | 5,193.33 |
| 01 | 301651 | 06/30/2021 | AQUA ENGINEERING INC | R | 1,961.25 |
| 01 | 301652 | 06/30/2021 | AQUA LOGIC INC | R | 480.00 |
| 01 | 301653 | 06/30/2021 | NASCO | R | 184.67 |
| 01 | 301654 | 06/30/2021 | BAUER BUILT INC | R | 1,351.52 |
| 01 | 301655 | 06/30/2021 | BEN FRANKLIN ELECTRIC INC | R | 7,761.00 |
| 01 | 301656 | 06/30/2021 | BESSER WELDING & FABRICATION | R | 460.00 |
| 01 | 301657 | 06/30/2021 | BIX FRUIT COMPANY | R | 2,852.23 |
| 01 | 301658 | 06/30/2021 | BSI MECHANICAL, INC. | R | 524.00 |
| 01 | 301659 | 06/30/2021 | BSN SPORTS, LLC | R | 13,541.64 |
| 01 | 301660 | 06/30/2021 | CAPITAL ONE TRADE CREDIT | R | 48.76 |
| 01 | 301661 | 06/30/2021 | CAPITAL ONE TRADE CREDIT | R | 7.98 |
| 01 | 301662 | 06/30/2021 | CARQUEST AUTO PARTS | R | 180.53 |
| 01 | 301663 | 06/30/2021 | CEDAR SMALL ENGINE | R | 222.46 |
| 01 | 301664 | 06/30/2021 | CINTAS CORPORATION NO 2 | R | 313.02 |
| 01 | 301665 | 06/30/2021 | CITY OF RICHFIELD | R | 225.00 |
| 01 | 301666 | 06/30/2021 | CITY OF RICHFIELD | R | 4,373.61 |
| 01 | 301667 | 06/30/2021 | COMMERCIAL KITCHEN | R | 1,469.85 |
| 01 | 301668 | 06/30/2021 | CONTINENTAL RESEARCH CORP | R | 432.91 |
| 01 | 301669 | 06/30/2021 | CUSTOM EDUCATION SOLUTIONS INC | R | 7,266.59 |
| 01 | 301670 | 06/30/2021 | DOOR SERVICE COMPANY OF THE TWIN CI | R | 1,700.00 |
| 01 | 301671 | 06/30/2021 | ECM PUBLISHERS INC | R | 150.90 |
| 01 | 301672 | 06/30/2021 | ECOLAB INC | R | 954.92 |
| 01 | 301673 | 06/30/2021 | ESPECIAL NEEDS, LLC | R | 1,043.90 |
| 01 | 301674 | 06/30/2021 | FINN SCOTT | R | 90.00 |
| 01 | 301675 | 06/30/2021 | FLICEK WELDING | R | 25,100.00 |
| 01 | 301676 | 06/30/2021 | FLUENCY MATTERS | R | 635.00 |
| 01 | 301677 | 06/30/2021 | FRIDLEY HIGH SCHOOL | R | 2,030.00 |
| 01 | 301678 | 06/30/2021 | WW GRAINGER INC | R | 294.25 |
| 01 | 301679 | 06/30/2021 | HARMES, KRISTIN | R | 85.59 |

| | | | | | |
|----|---------|------------|-------------------------------------|---|------------|
| 01 | 301680 | 06/30/2021 | HAWKINS INC | R | 4,466.25 |
| 01 | 301681 | 06/30/2021 | HERFF JONES INC | R | 454.51 |
| 01 | 301682 | 06/30/2021 | HERLING DERRICK | R | 185.00 |
| 01 | 301683 | 06/30/2021 | HILLYARD | R | 2,124.68 |
| 01 | 301684 | 06/30/2021 | HOGLUND BUS CO INC | R | 677.30 |
| 01 | 301685 | 06/30/2021 | INSTITUTE FOR ENVIROMENTAL | R | 19,094.45 |
| 01 | 301686 | 06/30/2021 | INTERSTATE ALL BATTERY CENTER | R | 22.75 |
| 01 | 301687 | 06/30/2021 | JUNK MASTERS LLC | R | 608.00 |
| 01 | 301688 | 06/30/2021 | KAEDEN PUBLISHING | R | 115.50 |
| 01 | 301689 | 06/30/2021 | KASTL, HOLLY | R | 171.18 |
| 01 | 301690 | 06/30/2021 | KAYLENE KICKHAFER | R | 365.00 |
| 01 | 301691 | 06/30/2021 | KOCH SCHOOL BUS SERVICE, INC. | R | 4,387.00 |
| 01 | 301692 | 06/30/2021 | KREMER SERVICES LLC | R | 3,239.24 |
| 01 | 301693 | 06/30/2021 | LOFFLER COMPANIES | R | 7,483.55 |
| 01 | 301694 | 06/30/2021 | LUBE TECH & PARTNERS LLC | R | 314.88 |
| 01 | 301695 | 06/30/2021 | MARX, CHANTEL | R | 85.59 |
| 01 | 301696 | 06/30/2021 | MCDONOUGH'S SEWER SERVICES, INC. | R | 464.83 |
| 01 | 301697 | 06/30/2021 | METROPOLITAN MECHANICAL CONTRACTORS | R | 379.00 |
| 01 | 301698 | 06/30/2021 | MIDWEST BUS PARTS INC | R | 311.58 |
| 01 | 301699 | 06/30/2021 | MTI DISTRIBUTING CO | R | 221.71 |
| 01 | 301700 | 06/30/2021 | NESCO LLC #774121 | R | 54.72 |
| 01 | 301701 | 06/30/2021 | NORTH CENTRAL BUS | R | 227.25 |
| 01 | 301702 | 06/30/2021 | NORTHSTAR BUS LINES, LLC | R | 916.95 |
| 01 | 301703 | 06/30/2021 | OLSON ANDREA JADE | R | 185.00 |
| 01 | 301704 | 06/30/2021 | PAN O GOLD BAKING CO | R | 162.60 |
| 01 | 301705 | 06/30/2021 | PLASTIC BAGMART | R | 600.00 |
| 01 | 301706 | 06/30/2021 | RICHFIELD BOYS SWIM & DIVE BOOSTER | R | 240.00 |
| 01 | 301707 | 06/30/2021 | RICHFIELD GIRLS SWIM & DIVE BOOSTER | R | 250.00 |
| 01 | 301708 | 06/30/2021 | SCHUMACHER ELEVATOR COMPANY | R | 2,184.36 |
| 01 | 301709 | 06/30/2021 | SHERWIN WILLIAMS CO | R | 354.96 |
| 01 | 301710 | 06/30/2021 | INDIGO SIGNWORKS, INC. | R | 583.00 |
| 01 | 301711 | 06/30/2021 | SITEONE LANDSCAPE SUPPLY LLC | R | 1,226.71 |
| 01 | 301712 | 06/30/2021 | PARK ADAM TRANSPORTATION | R | 64,138.02 |
| 01 | 301713 | 06/30/2021 | STATE SUPPLY COMPANY | R | 150.39 |
| 01 | 301714 | 06/30/2021 | TOLL COMPANY | R | 48.12 |
| 01 | 301715 | 06/30/2021 | TRANSPORTATION PLUS, INC. | R | 328.00 |
| 01 | 301716 | 06/30/2021 | TRIO SUPPLY COMPANY | R | 1,427.91 |
| 01 | 301717 | 06/30/2021 | TRISTATE BOBCAT INC | R | 54.90 |
| 01 | 301718 | 06/30/2021 | TWIN CITY FILTER SERVICE INC | R | 130.40 |
| 01 | 301719 | 06/30/2021 | TWIN CITY GARAGE DOOR | R | 479.50 |
| 01 | 301720 | 06/30/2021 | TWIN CITY TRANSPORTATION | R | 187,249.84 |
| 01 | 301721 | 06/30/2021 | UHL COMPANY INC | R | 303.75 |
| 01 | 301722 | 06/30/2021 | UPPER LAKES FOODS | R | 7,279.85 |
| 01 | 301723 | 06/30/2021 | TREMCO/WEATHERPROOFING TECH, INC. | R | 137,519.11 |
| 01 | 301724 | 06/30/2021 | WORLD FUEL SERVICES, INC. | R | 17,882.68 |
| 01 | 301725 | 06/30/2021 | XCEL ENERGY | R | 22,185.45 |
| 01 | 301726 | 06/30/2021 | ZACK'S INC. | R | 485.87 |
| 01 | 301727 | 06/30/2021 | ZAHL PETROLEUM MAINTENANCE CO | R | 8,838.00 |
| 01 | 301728 | 06/30/2021 | ZIEGLER INC. | R | 730.00 |
| 01 | V610956 | 06/30/2021 | MELISSA E FINDLAY-LAMPKIN | R | 37.59 |

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|----|---------|------------|-----------------------------------|---|-----------|
| 01 | V610957 | 06/30/2021 | TERESA L ROSEN | R | 27.90 |
| 01 | V610958 | 06/30/2021 | STACY THEIEN-COLLINS | R | 1,625.00 |
| 01 | 301729 | 07/01/2021 | ABC-CLIO INC | R | 1,110.00 |
| 01 | 301730 | 07/01/2021 | ACTIVE INTERNET TECHNOLOGIES, LLC | R | 15,500.00 |
| 01 | 301731 | 07/01/2021 | COMCAST | R | 272.81 |
| 01 | 301732 | 07/01/2021 | COMCAST BUSINESS | R | 244.74 |
| 01 | 301733 | 07/01/2021 | ELLEVATION INC. | R | 13,722.50 |
| 01 | 301734 | 07/01/2021 | GENERATIVE LEARNING | R | 4,800.00 |
| 01 | 301735 | 07/01/2021 | LABOR ARBITRATION INSTITUTE | R | 275.00 |
| 01 | 301736 | 07/01/2021 | MASA | R | 860.00 |
| 01 | 301737 | 07/01/2021 | MASSP-MN ASSOCIATION | R | 964.00 |
| 01 | 301738 | 07/01/2021 | MESPA-MN ELEMENTARY | R | 1,613.00 |
| 01 | 301739 | 07/01/2021 | MINNESOTA DEPARTMENT OF HEALTH | R | 180.00 |
| 01 | 301740 | 07/01/2021 | MSBA-MINNESOTA SCHOOL BOARD ASSOC | R | 10,396.00 |
| 01 | 301741 | 07/01/2021 | POWERSCHOOL GROUP LLC | R | 64,169.66 |
| 01 | 301742 | 07/01/2021 | QUALTRICS, LLC | R | 18,000.00 |
| 01 | 301743 | 07/01/2021 | SOLARWINDS ITSM US, INC | R | 24,569.30 |
| 01 | 301744 | 07/01/2021 | SOUTHEAST SERVICE COOPERATIVE | R | 725.00 |
| 01 | 301745 | 07/01/2021 | WISEIDENTITY LLC | R | 3,861.90 |
| 01 | V610959 | 07/01/2021 | MIRIAM A CASTRO SANJUAN | R | 40.00 |
| 01 | V610960 | 07/01/2021 | MARY L CLARKSON | R | 144.77 |
| 01 | V610961 | 07/01/2021 | LATANYA R DANIELS | R | 70.00 |
| 01 | V610962 | 07/01/2021 | GEORGE A DENNIS | R | 35.00 |
| 01 | V610963 | 07/01/2021 | MEGAN M STECHER | R | 70.00 |
| 01 | V610964 | 07/01/2021 | JARED ELLERSON | R | 70.00 |
| 01 | V610965 | 07/01/2021 | MELISSA E FINDLAY-LAMPKIN | R | 80.00 |
| 01 | V610966 | 07/01/2021 | PETER J FITZPATRICK | R | 40.00 |
| 01 | V610967 | 07/01/2021 | STEVEN T FLUCAS | R | 70.00 |
| 01 | V610968 | 07/01/2021 | MICHAEL L FRANKENBERG | R | 70.00 |
| 01 | V610969 | 07/01/2021 | RACHEL GENS | R | 70.00 |
| 01 | V610970 | 07/01/2021 | AREND J GEURINK | R | 70.00 |
| 01 | V610971 | 07/01/2021 | JAMES A GILLIGAN | R | 70.00 |
| 01 | V610972 | 07/01/2021 | KATHLEEN R GLICK | R | 67.00 |
| 01 | V610973 | 07/01/2021 | CHRISTINA M GONZALEZ | R | 70.00 |
| 01 | V610974 | 07/01/2021 | MARIA GRAVER | R | 9.50 |
| 01 | V610975 | 07/01/2021 | KYLE L GUSTAFSON | R | 40.00 |
| 01 | V610976 | 07/01/2021 | KEVIN D HARRIS | R | 40.00 |
| 01 | V610977 | 07/01/2021 | JAMES L HILL | R | 40.00 |
| 01 | V610978 | 07/01/2021 | JESSICA M HOFFMAN | R | 40.00 |
| 01 | V610979 | 07/01/2021 | CRAIG D HOLJE | R | 70.00 |
| 01 | V610980 | 07/01/2021 | JANICE JORENBY | R | 70.00 |
| 01 | V610981 | 07/01/2021 | CORY J KLINGE | R | 70.00 |
| 01 | V610982 | 07/01/2021 | DANIEL E KRETSINGER | R | 70.00 |
| 01 | V610983 | 07/01/2021 | ANOOP KUMAR | R | 40.00 |
| 01 | V610984 | 07/01/2021 | JENNIFER K LEWIS | R | 80.00 |
| 01 | V610985 | 07/01/2021 | SHANNON J LINDBERG | R | 40.00 |
| 01 | V610986 | 07/01/2021 | JOHN M LORENZINI | R | 70.00 |
| 01 | V610987 | 07/01/2021 | COLLEEN M MAHONEY | R | 70.00 |
| 01 | V610988 | 07/01/2021 | MICHAEL A MANNING | R | 70.00 |
| 01 | V610989 | 07/01/2021 | DANIEL P MCGINN | R | 40.00 |

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|----|----------|------------|------------------------------------|---|------------|
| 01 | V610990 | 07/01/2021 | DOUG R MCMEEKIN | R | 70.00 |
| 01 | V610991 | 07/01/2021 | CAROLE R MCNAUGHTON-COMMERS | R | 70.00 |
| 01 | V610992 | 07/01/2021 | KENT D MEYER | R | 70.00 |
| 01 | V610993 | 07/01/2021 | ALECIA M MOBLEY | R | 70.00 |
| 01 | V610994 | 07/01/2021 | ERIN H NEILON | R | 40.00 |
| 01 | V610995 | 07/01/2021 | ROBERT G OLSON | R | 40.00 |
| 01 | V610996 | 07/01/2021 | LAURA B OTTERNESS | R | 70.00 |
| 01 | V610997 | 07/01/2021 | MARK S PEDERSEN | R | 40.00 |
| 01 | V610998 | 07/01/2021 | DENNIS E PETERSON | R | 35.00 |
| 01 | V610999 | 07/01/2021 | CASSANDRA QUAM | R | 70.00 |
| 01 | V611000 | 07/01/2021 | RENEE C REED-KARSTENS | R | 40.00 |
| 01 | V611001 | 07/01/2021 | KEITH D RIEF | R | 40.00 |
| 01 | V611002 | 07/01/2021 | TERESA L ROSEN | R | 70.00 |
| 01 | V611003 | 07/01/2021 | MAUREEN E RUHLAND | R | 40.00 |
| 01 | V611004 | 07/01/2021 | TIMECKA MARIE SANCHEZ-MICHAELS | R | 70.00 |
| 01 | V611005 | 07/01/2021 | AMBER M SCHAUER | R | 70.00 |
| 01 | V611006 | 07/01/2021 | MARTA I SHAHSAVAND | R | 70.00 |
| 01 | V611007 | 07/01/2021 | NANCY J STACHEL | R | 70.00 |
| 01 | V611008 | 07/01/2021 | PATRICK M SURE | R | 40.00 |
| 01 | V611009 | 07/01/2021 | STACY THEIEN-COLLINS | R | 70.00 |
| 01 | V611010 | 07/01/2021 | VLADIMIR S TOLEDO | R | 40.00 |
| 01 | V611011 | 07/01/2021 | IAN D TOLENTINO | R | 40.00 |
| 01 | V611012 | 07/01/2021 | STEVEN P UNOWSKY | R | 270.00 |
| 01 | V611013 | 07/01/2021 | STEPHEN C URBANSKI | R | 40.00 |
| 01 | V611014 | 07/01/2021 | CARRIE A VALA | R | 70.00 |
| 01 | V611015 | 07/01/2021 | JENNIFER K VALLEY | R | 70.00 |
| 01 | V611016 | 07/01/2021 | RYAN WAGNER | R | 40.00 |
| 01 | V611017 | 07/01/2021 | REBECCA S WALD | R | 40.00 |
| 01 | V611018 | 07/01/2021 | KASYA L WILLHITE | R | 70.00 |
| 01 | V611019 | 07/01/2021 | AMY J WINTER AHSENMACHER | R | 184.59 |
| 01 | V2200939 | 07/01/2021 | GOVERNMENT LEASING | R | 30,577.60 |
| 01 | V2200940 | 07/01/2021 | WELLS FARGO EQUIPMENT FINANCE | R | 76,359.10 |
| 01 | 301746 | 07/06/2021 | ALTMAN ADAM | R | 40.00 |
| 01 | 301747 | 07/06/2021 | NASCO | R | 337.68 |
| 01 | 301748 | 07/06/2021 | BIX FRUIT COMPANY | R | 1,765.80 |
| 01 | 301749 | 07/06/2021 | CEDAR SMALL ENGINE | R | 169.27 |
| 01 | 301750 | 07/06/2021 | CEP ART & DESIGN | R | 9.00 |
| 01 | 301751 | 07/06/2021 | CONTINENTAL CLAY CO | R | 81.00 |
| 01 | 301752 | 07/06/2021 | DARK KNIGHT SOLUTIONS, LLC | R | 350.00 |
| 01 | 301753 | 07/06/2021 | DARRYL WALETZKO LLC | R | 3,090.00 |
| 01 | 301754 | 07/06/2021 | FREEWHEEL BIKE RICHFIELD | R | 603.83 |
| 01 | 301755 | 07/06/2021 | GITS ROBERT | R | 72.00 |
| 01 | 301756 | 07/06/2021 | GUSTAFSON DEBRA ANN | R | 200.00 |
| 01 | 301757 | 07/06/2021 | HOGLUND BUS CO INC | R | 1,164.00 |
| 01 | 301758 | 07/06/2021 | IIX INSURANCE INFORMATION EXCHANGE | R | 74.70 |
| 01 | 301759 | 07/06/2021 | INTERMEDIATE DISTRICT 287 | R | 329,296.16 |
| 01 | 301760 | 07/06/2021 | JW PEPPER & SON INC | R | 665.00 |
| 01 | 301761 | 07/06/2021 | LORNA GRAY | R | 49.00 |
| 01 | 301762 | 07/06/2021 | MCEA | R | 45.00 |
| 01 | 301763 | 07/06/2021 | MIDWEST BUS PARTS INC | R | 90.00 |

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|----|---------|------------|-------------------------------------|---|----------|
| 01 | 301764 | 07/06/2021 | NEW LIFE ENTERPRISE | R | 1,540.82 |
| 01 | 301765 | 07/06/2021 | OCCUPATIONAL MEDICINE CONSULTANTS | R | 75.00 |
| 01 | 301766 | 07/06/2021 | LINDSEY JANE GUETTER | R | 159.00 |
| 01 | 301767 | 07/06/2021 | PAN O GOLD BAKING CO | R | 133.00 |
| 01 | 301768 | 07/06/2021 | PICTURE PERFECT | R | 2,500.00 |
| 01 | 301769 | 07/06/2021 | PIONEER MANUFACTURING COMPANY | R | 1,732.50 |
| 01 | 301770 | 07/06/2021 | RUPP ANDERSON SQUIRES & WALDSPURGER | R | 1,831.00 |
| 01 | 301771 | 07/06/2021 | SCHOOL BOARD SUPPORT SERVICES | R | 750.00 |
| 01 | 301772 | 07/06/2021 | TRIO SUPPLY COMPANY | R | 946.59 |
| 01 | 301773 | 07/06/2021 | UPPER LAKES FOODS | R | 3,087.18 |
| 01 | 301774 | 07/06/2021 | WORLD FUEL SERVICES, INC. | R | 3,096.30 |
| 01 | V611020 | 07/06/2021 | BARBARA A NELSON | R | 401.72 |

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|--|--|--|--|--|---------------------|
| TOTAL CHECKS, EPAYS & WIRES | | | | | 3,105,831.87 |
|--|--|--|--|--|---------------------|

CHECK RUNS, EPAYS & WIRES FOR 07/12/2021 BOARD REPORTS

| BANK 05 | DATE | AMOUNT |
|---------------------|-----------|--------------|
| E-Pays | 6/30/2021 | 1,690.49 |
| | 7/1/2021 | 3,915.86 |
| Wire Transfers | 7/1/2021 | 106,936.70 |
| Checks | 6/24/2021 | 333,510.06 |
| | 6/25/2021 | 784.60 |
| | 6/30/2021 | 588,580.86 |
| | 7/1/2021 | 161,263.91 |
| | 7/6/2021 | 354,355.55 |
| AHA-CARES FUNDING | 6/30/2021 | 3,744.02 |
| CONSTRUCTION CHECKS | 6/25/2021 | 1,551,049.82 |

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|---------------------------------------|---------------------|
| CHECK REGISTER BANK 05 TOTAL = | 3,105,831.87 |
|---------------------------------------|---------------------|

| BREAKDOWN | |
|---------------------|---------------------|
| 01-206-00 | 1,233,086.88 |
| 02-206-00 | 24,008.92 |
| 03-206-00 | 291,522.78 |
| 04-206-00 | 11,678.47 |
| 06-206-00 | 1,545,432.82 |
| 07-206-00 | - |
| 18-206-00 | - |
| 20-206-00 | 102.00 |
| 21-206-00 | - |
| 47-206-00 | - |
| BANK TOTAL = | 3,105,831.87 |

RICHFIELD PUBLIC SCHOOLS

Investment Holdings as of
July 1, 2021

| Description | Matures | Rate | Cost | General Operating | Custodial (Scholarships) | 2018A Bond | 2018B Bond | OPEB Bond |
|--|----------|-------|----------------------|----------------------|-----------------------------|---------------------|---------------------|---------------------|
| MN TRUST TERM SERIES | 07/26/21 | 0.03% | 15,000,000.00 | 15,000,000.00 | - | - | - | - |
| BANK OF CHINA | 08/20/21 | 0.34% | 248,100.00 | 248,100.00 | - | - | - | - |
| CIBM BANK | 10/19/21 | 0.10% | 249,600.00 | 249,600.00 | - | - | - | - |
| SERVISFIRST BANK | 10/19/21 | 0.70% | 247,700.00 | 247,700.00 | - | - | - | - |
| BMO HARRIS BANK, NA | 01/26/22 | 0.28% | 4,000,000.00 | 4,000,000.00 | - | - | - | - |
| WESTERN ALLIANCE BANK / TORREY P | 02/04/22 | 0.20% | 249,200.00 | 249,200.00 | - | - | - | - |
| PREFERRED BANK | 02/04/22 | 0.10% | 249,700.00 | 249,700.00 | - | - | - | - |
| CUSTOMERS BANK | 02/18/22 | 0.11% | 249,700.00 | 249,700.00 | - | - | - | - |
| Capital One, National Association Cert | 08/16/21 | 2.10% | 160,000.00 | - | 160,000.00 | - | - | - |
| MEMPHIS-C-BABS | 07/01/21 | 2.68% | 312,489.00 | - | - | 312,489.00 | - | - |
| FEDERAL HOME LOAN BANK | 07/14/21 | 2.40% | 959,446.61 | - | - | 959,446.61 | - | - |
| FEDERAL HOME LOAN BANK | 07/14/21 | 2.40% | 479,723.30 | - | - | 479,723.30 | - | - |
| MN TRUST TERM SERIES | 07/26/21 | 0.03% | 500,000.00 | - | - | 500,000.00 | - | - |
| State of Hawaii | 08/01/21 | 2.45% | 357,371.00 | - | - | 357,371.00 | - | - |
| US TREASURY N/B | 08/31/21 | 2.40% | 493,398.44 | - | - | 493,398.44 | - | - |
| FANNIE MAE | 10/07/21 | 2.45% | 481,788.31 | - | - | 481,788.31 | - | - |
| City & County of Honolulu HI | 11/01/21 | 2.55% | 497,605.00 | - | - | 497,605.00 | - | - |
| MN TRUST TERM SERIES | 07/26/21 | 0.03% | 3,000,000.00 | - | - | - | 3,000,000.00 | - |
| GREAT MIDWEST BANK | 08/25/21 | 2.68% | 120,000.00 | - | - | - | 120,000.00 | - |
| CIBC BANK USA / PRIVATE BANK - MI | 08/25/21 | 2.69% | 234,000.00 | - | - | - | 234,000.00 | - |
| FIRST NATIONAL BANK | 08/25/21 | 2.78% | 233,500.00 | - | - | - | 233,500.00 | - |
| OXFORD-C-REF | 08/01/21 | 1.70% | 300,516.00 | - | - | - | - | 300,516.00 |
| FIRST CAPITAL BANK | 10/07/21 | 0.10% | 249,400.00 | - | - | - | - | 249,400.00 |
| T BANK, NA | 10/12/21 | 1.51% | 100,000.00 | - | - | - | - | 100,000.00 |
| GBC INTERNATIONAL BANK | 01/20/22 | 0.09% | 249,700.00 | - | - | - | - | 249,700.00 |
| VERITEX COMMUNITY BANK | 01/20/22 | 0.09% | 249,700.00 | - | - | - | - | 249,700.00 |
| Bank OZK | 02/28/22 | 2.65% | 230,100.00 | - | - | - | - | 230,100.00 |
| TULSA CO ISD #3-TXBL | 04/01/22 | 2.58% | 693,178.90 | - | - | - | - | 693,178.90 |
| TEXAS ST-C-REF-TXBL | 10/01/22 | 1.61% | 784,606.90 | - | - | - | - | 784,606.90 |
| HONOLULU CITY and CNTY | 10/01/22 | 1.58% | 965,371.30 | - | - | - | - | 965,371.30 |
| HONOLULU-E-TXBL | 10/01/22 | 1.61% | 282,931.00 | - | - | - | - | 282,931.00 |
| ROBBINSDALE ISD-B-REF | 02/01/23 | 0.13% | 2,716,236.55 | - | - | - | - | 2,716,236.55 |
| HAWAII-FA-TXBL | 10/01/23 | 1.62% | 882,359.50 | - | - | - | - | 882,359.50 |
| Total Investments Held | | | 36,027,421.81 | 20,494,000.00 | 160,000.00 | 4,081,821.66 | 3,587,500.00 | 7,704,100.15 |

CONSENT AGENDA – FOR ACTION

Agenda Item IV.A.4.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

**SUBJECT: DESIGNATION OF DEPOSITORIES FOR SCHOOL
DISTRICT FUNDS**

Recommended by the Superintendent that the Board of Education designate the following depositories for the handling of school district cash deposits and checking needs for the 2021-22 fiscal year:

US Bank Southdale

Associated Bank

My Credit Union (formerly Richfield/Bloomington Credit Union)

And furthermore, designate the following depositories for the purpose of investment of school district funds, in addition to the above named institutions:

Citigroup Global Markets Inc.
PFM Asset Management LLC
PMA Financial Network, Inc./MN. Trust
Wells Fargo Brokerage Services, LLC

(Prepared by Jim Gilligan)

CONSENT AGENDA – FOR ACTION**Agenda Item IV.A.5.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

SUBJECT: SIGNATORIES ON DEPOSITORY ACCOUNTS

Recommended by the Superintendent that the Board of Education adopt the following resolution authorizing signatories for depository accounts for the 2021-22 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.

| | |
|------------------|---|
| Allegra Smisek | Treasurer |
| Timothy Pollis | Chair |
| Christine Maleck | Clerk |
| Steve Unowsky | Superintendent |
| Craig Holje | Chief Human Resource & Operations Officer |
| James Gilligan | Director of Finance |

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 Jim Gilligan)

CONSENT AGENDA – FOR ACTION**Agenda Item IV.A.6.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

**SUBJECT: SIGNATORIES ON ALL MCU ACCOUNTS UNDER
MEMBERSHIP #10919647**

Recommended by the Superintendent that the Board of Education adopt the following resolution authorizing signatories for all My Credit Union (formerly RBCU) depository accounts under organization member share # 10919647, member # 10004207 for the 2021-22 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.

| | |
|------------------|---|
| Allegra Smisek | Treasurer |
| Timothy Pollis | Chair |
| Christine Maleck | Clerk |
| Steve Unowsky | Superintendent |
| Craig Holje | Chief Human Resource & Operations Officer |
| James Gilligan | Director of Finance |

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.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

SUBJECT: AUTHORIZATION FOR WIRE TRANSFERS OF FUNDS

Recommended by the Superintendent that the Board of Education adopt the following resolution authorizing investment of district funds and wire transfer of funds for the 2021-22 fiscal year.

BE IT RESOLVED, by the Board of Education of Independent School District No. 280, Richfield, Minnesota, that the Chief Human Resources and Administrative Officer and/or Director of Finance be authorized to invest district funds and affect the wire transfer of funds to and/or from:

1. The School District's depositories for investment purposes.
2. The Hennepin County General Account at the Associated Bank and U.S. Bank and between district accounts for P-Card, ACH and payroll purposes.
3. Financial institutions for General Obligation Bond and Payments.
4. Third parties for accounts payable, insurance premium payments and voluntary and statutory benefits (flexible spending accounts, VEBA trust, etc.)

In addition, the Board of Education authorizes the Chief Human Resources and Administrative Officer, Director of Finance, and the Finance Manager to issue Stop Payments at School District's depositories.

(Prepared by Jim Gilligan)

CONSENT AGENDA - FOR ACTION

AGENDA IV.A.8

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

SUBJECT: DESIGNATION OF OFFICIAL NEWSPAPER

(Recommended by Superintendent)

That the Board of Education designate the *Bloomington Richfield Sun Current* as their official newspaper for the 2021-22 school year.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

SUBJECT: Designation of School District Legal Counsel

(Recommended by Superintendent)

That the Board of Education authorize the administration to obtain legal services from the firms of Rupp, Anderson, Squires and Waldspurger, P.A.; Ratwik, Roszak and Maloney, P.A.; Knutson, Flynn and Deans P.A.; and other attorneys as authorized by the Superintendent to best service the needs of the District.

Background

(Prepared by Craig Holje)

It is recommended that the Board authorize the above firms as legal counsel for the district as it is anticipated that their services will be requested for ongoing or annual legal advice (e.g. employment, labor relations, student services, elections, lease contracts). It is recommended that the District reserve the right and be authorized to consult other attorneys as appropriate to capitalize on various legal expertise.

Kevin Rupp is the primary contact with Rupp, Anderson, Squires and Waldspurger, P.A. The primary contact with Ratwik, Roszak and Maloney P.A. is Laura Booth. The primary contact with Knutson, Flynn and Deans P.A. is Tom Deans.

CONSENT AGENDA - FOR ACTION

Agenda Item IV.A.10.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

SUBJECT: MEMBERSHIP IN ASSOCIATIONS

(Recommended by Superintendent)

That the Board of Education authorize the administration to join these organizations for the 2021-22 school year:

- Association of Metropolitan School Districts (AMSD)
- Metro ECSU
- Minnesota School Boards Association (MSBA)

Board of Education
Independent School District 280
Richfield, MN

Regular Meeting, July 12, 2021

SUBJECT: BOARD SECRETARY

(Recommended by the Superintendent)

That the Board of Education continue to employ Cassandra Quam as their secretary for the 2021-2022 school year with a salary of \$250 per meeting plus \$125 per special meeting not held prior to or following a regular meeting.

CONSENT AGENDA

Agenda Item IV.B

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: PERSONNEL ITEMS
(Recommended by Superintendent)

That the Board of Education approve the following personnel items:

Administration Full Time for Employment

Megan Stecher – Director of Secondary Education - District

TiMecka Michaels - Interim Director of Human Resources – District

Certified Full Time Positions for Employment – 1st Year Probation

Jennifer Alfaro –Glover – School Social Worker – RSTEM

Bailey Hudson - Elementary Education – RSTEM

Quinn Millibergity – Special Education – Sheridan Hills

Joana Pasco – Elementary Teacher – RDLS

Thomas Reger – Special Education – Centennial

Nicole Shaffer – School Psychologist – RHS

Samuel Collins – Science – RHS

Kourtney Culver - Art - RMS

Certified Full Time Position for Employment – 3rd Year Probation

Joseph Corcoran – School Social Worker – RMS

Emily Hatten – Special Education - RHS

Cassidy Javner - Science - RHS

Michael Petersen - Special Education _ RMS

Certified Full Time Position for Employment – Continuing Contract

Kayla Vo – Language Arts - RHS

Certified Full Time Position for Employment – Temporary Contract

Adam Alcott – Language Arts – RHS

Certified Full Time Resignation

Amanda DeGroot – Elementary Teacher – RDLS

Effective Date: 6/11/2021

Years in Richfield: 8

Stephanie Verzal – Literacy Coach – Sheridan Hills

Effective Date: 6/11/2021

Years in Richfield: 5

Elizabeth Winslow – Band Director – RHS

Effective Date: 6/11/2021

Years in Richfield: 5

Certified Full Time Child Care Leave of Absence Request

Erin McDonough – Science – RMS

Effective Date: 8/23/2021 – 6/11/2022

Classified Management Full Time for Employment

Janice Jorenby - Interim Human Resources Supervisor - District

Classified Management Full Time Retirement

Angela Maryn – District Data and Testing – District Office

Effective Date: 7/16/2021

Years in Richfield: 17

Classified Part Time Position For Employment – Paraprofessional

Rebekah Polland – 32.5 hours/week - Paraprofessional – RDLS

Effective 9/6/2021

Classified Full Time Resignation - Facilities & Transportation

Steve Carroll – Bus Driver – 15 hours/week – Bus Garage

Effective 6/9/2021

OLD BUSINESS – FOR ACTION

Agenda Item V.A.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: Religion in the Schools

(Recommended by the Superintendent)

Passage upon a third read of Policy 613: Religion in the Schools and the accompanying guideline. Minor updates have been made to follow district branding and style guidelines as well as to include references to other district policies.

Attachments:

Policy 613: Religion in the Schools - redlined

Administrative Guideline 613.1 - redlined

MSBA Model Policy 609: Religion

RICHFIELD -PUBLIC -SCHOOLS

RELIGION IN THE SCHOOLS

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to school programs and activities.

II. GENERAL STATEMENT OF POLICY

- A. The ~~school-d~~District shall neither promote nor disparage any religious belief or non-belief. Instead, the ~~school-district~~District encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The ~~school-district~~District also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The ~~school-district~~District recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature, which may have had a religious basis or origin as well as a secular importance.
- D. The ~~school-district~~District supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.

III. REQUIREMENTS

A. School Sponsored Programs and Activities

School-sponsored programs and activities, including the study of religious materials, customs, beliefs, and holidays, must meet the following three criteria.

- 1. The proposed activity must have a secular purpose.
- 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
- 3. The activity must not foster excessive governmental relationships with religion.

B. Religious Expression and Accommodations

1. Schools may not forbid students, acting on their own, from expressing their personal religious views or beliefs solely because they are of a religious nature. At the same time, schools may not endorse religious activity or doctrine, nor coerce participation in religious activity.
2. Religious harassment aimed at one or more students is not permitted. Students do not have the right to make repeated invitations to other students to participate in religious activity in the face of a request to stop.
3. Reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

IV. ADMINISTRATIVE GUIDELINES

The superintendent is authorized to develop administrative guidelines to assist in the implementation of this policy.

Legal References:

U.S. Constitution, First Amendment

____Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)

____Minn. Stat. § 120A.35 (Absence From School for Religious Observance)

____*Lemon v. Kurtzman*, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)

____*Florey v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8th Cir.) *cert. denied*, 449 U.S. 987, 101 S.Ct. 409, 66 L.Ed.2d 251 (1980)

____*Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8th Cir.) *cert. denied*, 118 S.Ct. 1560, 140 L.Ed.2d 792 (1997)

____*Santa Fe Independent School District v. Doe*, 530 U.S. 290, 120 S.Ct. 2266 (2000)

____*Tangipahoa Parish Board of Education v. Freiler*, 530 U.S. 1251, 120 S.Ct. 2266 (2000)

____*LeVake v. Independent School District No. 656*, 625 N.W.2d 502 (Minn. App. 2001), *cert. denied*, 534 U.S. 1081, 122 S.Ct. 814, 151 L.Ed.2d 698 (2002)

_____ *Good News Club v. Milford Central School*, 533 U.S. 98,
121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
_____ Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
_____ Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
_____ Minn. Op. Atty. Gen. No. 63 (1940)
_____ Minn. Op. Atty. Gen. No. 120 (1924)
_____ Minn. Op. Atty. Gen. No. 121 (1924)

Cross References:

Policy 103: Harassment Prohibition

~~Board~~ Policy 801; Student Use of Secondary School Facilities

~~ADOPTED-RATIFIED~~ BY THE BOARD OF EDUCATION: November 2, 1998

REVISED BY THE BOARD OF EDUCATION: December 20, 2004; ~~August 12,~~
2013; July 12, 2021

RICHFIELD -PUBLIC -SCHOOLS

ADMINISTRATIVE GUIDELINES

RELIGION IN THE SCHOOLS

The purpose of these administrative guidelines is to provide additional direction regarding implementation of Board Policy 613.

I. OFFICIAL NEUTRALITY REGARDING RELIGIOUS ACTIVITY

Teachers, school administrators, and other school employees, when acting in those capacities, are representatives of the state and are prohibited by the establishment clause from soliciting or encouraging religious activity, and from participating in such activity with students. School employees also are prohibited from discouraging activity because of its religious content, and from soliciting or encouraging anti-religious activity.

Where the overall context makes it clear that they are not participating in their official capacities, school employees may take part in religious activities. For example, before school or during lunch, school employees may meet together for prayer or Bible study to the same extent that they may engage in other conversation or nonreligious activities. Similarly, school employees may participate in their personal capacities in privately sponsored baccalaureate ceremonies.

II. SCHOOL-SPONSORED PROGRAMS AND ACTIVITIES

A. Teaching about Religion

Public schools may not provide religious instruction, but they may teach *about* religion, including the Bible or other scripture: the history of religion, comparative religion, the Bible (or other scripture)-as-literature, and the role of religion in the history of the United States and other countries all are permissible public school subjects. Similarly, it is permissible to consider religious influences on art, music, literature and social studies. Although public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays, school may not observe holidays as religious events or promote such observance by students.

B. Teaching Values

Though schools must be neutral with respect to religion, they may play an active role with respect to teaching civic values and virtue, and the moral code that holds us together as a community. The fact that some

of these values are held also by religions does not make it unlawful to teach them in school. Examples of values that may be taught include honesty, respect for others, courage, kindness and good citizenship. It is also appropriate for school officials to instill in students such values as independent thought, tolerance of diverse views, self-respect, maturity, and logical decision-making.

C. Creationism, Creation-Science and Evolution

1. The U.S. Supreme Court has determined that it is unconstitutional to restrict an educator's right to teach evolution.
2. In science classes, educators may only present scientific explanations for life on earth and scientific critiques of evolution. The U.S. Supreme court has held that it is unconstitutional to require educators who teach evolution to also teach creationism.
3. Creationism may be included in classes on comparative religions as an example of how some religious groups believe human life began. However, creationism may not be taught as scientific fact.

D. Religious Holidays

1. Teaching about Religious Holidays

While teachers may teach about religious holidays as part of an objective and secular educational program of teaching about religion, celebrating religious holidays in the form of religious worship or other practices is unconstitutional. Teaching about holidays with both a religious and secular basis may be constitutional if it furthers a genuine secular program of education, is presented objectively, and does not have the effect of advancing or inhibiting religion. The study of religious holidays should reflect this nation's diversity and bountiful heritage.

2. Religious Symbols

Religious symbols such as crosses, crèches and menorahs may be used as teaching aids in the classroom provided that the symbols are displayed as an example of the cultural and religious heritage of the holiday, and are temporary in nature. They may not be used as decorations. Symbols of religious holidays that have acquired secular meaning, such as Christmas trees, may be permissible decorations, although the courts have not ruled on this specific issue.

3. Religious Music, Art, Literature and Drama

Music, art, literature and drama with religious themes may be included in teaching about holidays, provided that they are

presented in a religiously neutral, prudent and objective manner, and relate to sound, secular educational goals. However, it is unconstitutional for schools to permanently display religious artwork.

4. Special Events, Programs and Concerts

Religious music or drama may be included in school events, which are part of a secular program of education. The content of school special events, assemblies, concerts and programs must be primarily secular, objective and educational, and not focus on any one religion or religious observance. Such events must not promote or denigrate any particular religion, serve as a religious celebration, or become a forum for religious devotion. Student participation shall be voluntary.

5. Excusal from Classes which Teach about Religious Holidays

If the religious beliefs of students or their parents conflict with the content of a classroom activity, students may be excused, consistent with Board Policy 611, Provision for Alternative Instruction.

III. RELIGIOUS EXPRESSION

A. Student Prayer and Religious Discussion

Students may pray in a non-disruptive manner when not engaged in school activities or instruction, and subject to the rules that normally pertain in the applicable setting. Specifically, students in informal settings, such as cafeterias and hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. Students may also speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics. ~~However, s~~School officials, ~~however,~~ should intercede to stop student speech that constitutes harassment aimed at a student or a group of students.

Students may also participate in before or after school events with religious content, such as "see you at the flag pole" gatherings, on the same terms as they may participate in other non-curriculum activities on school premises. School officials may neither discourage nor encourage participation in such an event.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen, or to compel other students to participate. Teachers and school administrators should ensure that no student is in any way coerced to participate in religious activity.

B. Student Assignments

Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance, and against other legitimate pedagogical concerns identified by the school.

C. Student Speakers at Assemblies, Extracurricular Events, and Graduation

Student speakers at student assemblies, extracurricular events, and graduation may not be selected on a basis that either favors or disfavors religious speech. Where student speakers are selected on the basis of genuinely neutral, evenhanded criteria and retain primary control over the content of their expression, that expression is not attributable to the school and therefore may not be restricted because of its religious or anti-religious content. By contrast, where school officials determine or substantially control the content of what is expressed, such speech is attributable to the school and may not include prayer or other specifically religious or anti-religious content. To avoid any mistaken perception that a school endorses student speech that is not in fact attributable to the school, school officials may make appropriate, neutral disclaimers to clarify that such speech, whether religious or nonreligious, is the speaker's and not the school's.

D. Baccalaureate Ceremonies

Under current Supreme Court decisions, school officials may not mandate or organize religious ceremonies. If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately sponsored religious baccalaureate services. A school may not extend preferential treatment to baccalaureate ceremonies. In addition, a school may disclaim official endorsement of events sponsored by private groups, provided it does so in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

E. Student Garb

Schools enjoy substantial discretion in adopting policies relating to student dress and school uniforms. Students generally have no Federal right to be exempted from religiously-neutral and generally applicable school dress rules based on their religious beliefs or practices; however, schools may not single out religious attire in general, or attire of a particular religion, for prohibition or regulation. Students may display religious messages on items of clothing to the same extent that they are permitted to display other comparable messages. Religious messages may not be singled out for

suppression, but rather are subject to the same rules as generally apply to comparable messages. Board Policy 547 governs student dress and appearance.

F. Distribution of Religious Literature

Students have a right to distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other literature that is unrelated to school curriculum or activities. Schools may impose the same reasonable time, place and manner or other constitutional restrictions on distribution of religious literature as they do on nonschool literature generally, but they may not single out religious literature for special regulation. Board Policy 561 governs distributing of non-curricular literature to students.

IV. ACCOMMODATING RELIGIOUS PRACTICES OF STUDENTS

A. Religious Excusals

Consistent with Board Policy 611, Provision for Alternative Instruction, a student may be excused from lessons that are objectionable to the student or the students' parents on religious or other conscientious grounds. School officials may neither encourage nor discourage students from availing themselves of an excusal option.

Students may also be excused from class to remove a significant burden on their religious exercise, where doing so would not impose material burdens on other students. For example, it would be permissible to excuse Muslim students briefly from class to enable them to fulfill their religious obligations to pray during Ramadan.

B. Released Time

Consistent with Board Policy 345, Attendance and Truancy, students may be dismissed to attend off-premises religious instruction, provided that school officials neither encourage or discourage participation or penalize those who do not attend. Schools may not allow religious instruction by outsiders on school premises during the school day.

C. School Calendar and Scheduling of Activities

Public schools do not have to close down or reschedule activities due to conflicts between the school calendar and religious holidays. However, schools may choose to do so when large numbers of students and teacher absences are anticipated. If possible, so as not to penalize students for religious observance, school district, individual school and teacher calendars should be prepared, to the greatest feasible extent, not to conflict with religious holidays of all faiths. A sincere attempt should be made not to schedule graduation, assemblies, and other special school and student events on religious

1 holidays. If conflicts occur, sensitivity and flexibility should be
2 exercised.
3
4
5

6 ***Legal References:***

7 Case law citations for all topics included in the administrative guidelines are
8 listed in the following publications: *Religion in the Public*
9 *Schools: Guidelines for a Growing and Changing*
10 *Phenomenon* (Anti-defamation League, 1996), *Religious*
11 *Expression in Public Schools: a Statement of Principles*
12 (U.S. Department of Education, June 1998), and *Guidance*
13 *on Constitutionally Protected Prayer in Public Elementary*
14 *and Secondary Schools* (U.S. Department of Education,
15 February 2003)
16

17 ***Cross References:***

18 Policy 345: Attendance and Truancy

19 Policy 547: Student Dress and Appearance

20 ~~Board~~ Policy 561: Distribution of Non-curricular Literature —to Students

21 ~~Board~~ Policy 611: Provision for Alternative Instruction
22
23
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26 Dated: November 2, 1998

27 Reviewed: August 12, 2013

28 Revised: December 20, 2004; July 12, 2021
29

Adopted: _____

MSBA/MASA Model Policy 609

Orig. 1995

Revised: _____

Rev. 2000

609 RELIGION

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
 - 3. The activity must not foster excessive governmental relationships with religion.

4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.
- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References: U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence From School for Religious Observance)
Minn. Stat. § 121A.10 (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, 120 S.Ct. 2706 (2000)
Lemon v. Kurtzman, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Flore v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: Animals in Schools and Classrooms

(Recommended by the Superintendent)

A second read of Policy 614: Animals in Schools and Classrooms and the accompanying guideline. Updates have been made to incorporate additional language around service animals based on the MSBA model policy.

Attachments:

Policy 614: Animals in Schools and Classrooms - redlined

Administrative Guideline 614.1 - redlined

MSBA Model Policy 535: Service Animals in Schools

MSBA Model Form: Service Animal Request

RICHFIELD PUBLIC SCHOOLS
ANIMALS IN SCHOOLS AND CLASSROOMS

I. GENERAL STATEMENT OF POLICY

Under controlled conditions and for limited purposes, the Board of Education sanctions the presence and use of animals in schools and classrooms. Richfield Public Schools acknowledges its responsibility to permit students, parents/guardians, family members, employees and visitors with disabilities to be accompanied by a "service animal" consistent with the Americans with Disabilities Act (ADA) on school property, on school buses or at school activities.

II. DEFINITIONS

A. Service Animal

For the purposes of this policy, a "service animal" is a dog (regardless of breed or size) that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. "Work or tasks" are those functions performed by a service animal.

2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance

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and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. *Trainer*

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

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III. CONDITIONS FOR PRESENCE OF ANIMALS

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Animals may be present in schools and classrooms only when the following conditions have been met:

- A. The responsible staff member has obtained the permission of the building principal or site administrator.
- B. Provisions have been made for appropriate housing and humane care of the animal.
- C. Precautions have been taken to protect the health and safety of students and staff.
- D. Other staff members and parents of students in the affected classroom(s) have been notified and adjustments have been made to accommodate verified health-related or other concerns. Except when an animal is used as an aid to a student or employee with disabilities, the presence of an animal shall be disallowed if the documented health concerns of a staff member or student cannot be accommodated.

IV. PERMITTED PURPOSES

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Animals may be used in schools and classrooms for the following purposes:

- A. Curriculum-related projects and activities
- B. Therapeutic purposes
- C. Service dog specifically trained to work or perform tasks for an individual with disabilities

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V. REQUIREMENTS FOR ALL SERVICE ANIMALS

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A. The service animal must be required for the individual with a disability.

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B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.

C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

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D. The service animal must be housebroken.

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E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.

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F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.

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G. In the case of a student who is unable to care for and/or supervise their service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise their service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.

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H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

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VI. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right:

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1. to be present on school district property or in school district facilities;

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2. to attend or participate in a school- sponsored event, activity, or program; or

3. to be transported in a vehicle that is operated by or on behalf of the school district.

B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature

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or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. Is the service animal required because of a disability; and

2. What work or tasks is the service animal trained to perform.

C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has communicated with the school principal or building administrator regarding the work or tasks that the service animal is trained to perform and provided evidence that the service animal has received all required vaccinations.

D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

VII. LIABILITY

A. The owner of the service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.

B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

VIII. ADMINISTRATIVE GUIDELINES

The superintendent is directed to prepare administrative guidelines to facilitate implementation of this policy.

IX. LIMITATIONS OF POLICY

This policy does not apply to the use of school facilities for Community Education classes or for any other purpose approved under a building use permit or lease.

~~ADOPTED-RATIFIED~~ BY THE BOARD OF EDUCATION: November 15, 1999

REAFFIRMED BY THE BOARD OF EDUCATION: July 21, 2003

REVISED BY THE BOARD OF EDUCATION: August 12, 2013; August 2, 2021

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RICHFIELD PUBLIC SCHOOLS
ADMINISTRATIVE GUIDELINES
ANIMALS IN SCHOOLS AND CLASSROOMS

Consistent with Board of Education Policy 614, the following administrative guidelines are established regarding the presence and use of animals in schools and classrooms.

I. ACTIONS PRIOR TO THE ANIMAL'S ARRIVAL

- A. Any teacher who plans to have live animals in the classroom must first do the following:
1. Obtain prior permission from the principal or site administrator.
 2. Provide advanced notification to parents of affected students and other staff members. (*Note:* If a number of teachers in a building plan to utilize animals in the classroom, notification may be accomplished by means of a general notice, e.g. as part of a back-to-school building newsletter. The notification may list activities that may occur from time to time throughout the year, such as an outside speaker who brings in an animal or a student who brings in a family pet for "show and tell".)
 3. Notify the principal of any accommodation(s) requested to respond to expressed health or other concerns relating to a particular student or staff member, and work with the building principal and the parent/guardian or staff member to reach an acceptable accommodation.
 4. Prescribe and carefully instruct pupils regarding applicable health and safety precautions.
 5. Make provisions for the housing and care of the animal.
- B. Animals used for therapy or to aid individuals with disabilities must be appropriately trained and certified.
- C. Dogs must be vaccinated against rabies and distemper-parvo.

II. HOUSING AND CARE OF ANIMALS

- A. Students shall not be allowed to touch animals in the classroom without specific permission and direction of the teacher.

- B. Animals should not be handled excessively, and are not to be subjected to any harmful, painful, or frightening experiences.
- C. Thorough hand washing is required after handling animals, particularly those that carry salmonella such as turtles, ~~baby~~ ducklings, and ~~baby~~ chicks.
- D. Owners of animals are responsible for feeding, watering, and cage cleaning. These functions may be delegated to a specified person who accepts responsibility. Cleaning and disposal of cage contents shall be done frequently and with gloves.

III. ANIMALS NOT ALLOWED IN SCHOOLS AND CLASSROOMS

The animals listed in Sections A-E below are not allowed in schools or classrooms. An employee who discovers such an animal in the school or classroom shall take steps to remove the animal, including notification of the building administrator and/or custodian, as deemed necessary.

- A. Stray animals
- B. Aggressive animals
- C. Poisonous animals including certain spiders, snakes, and venomous insects.
- D. Cats, due to the frequency of allergic reactions.
- E. If presence of an animal causes a verified health concern for which a satisfactory accommodation cannot be reached, the animal will not be allowed to remain in the school or classroom. An exception may be made if the animal serves as an aid to a student or employee with disabilities.

IV. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to inform the building principal of the school the student attends. The principal will notify the executive director of special programs to address such requests. School district employees seeking to be accompanied by a service animal are requested to notify the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.

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- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

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V. SERVICE ANIMAL CONSIDERATIONS

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The District's consideration of a request for the use of a service animal may require documentation, including, but not limited to:

- A. Certification of proper vaccinations by a veterinarian
B. Proof the handler for the service animal is properly trained
C. Copy of adequate liability insurance

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The District's review of a request for the use of a service animal may include consideration by a student's special education team and/or Section 504 team. The Executive Director of Special Programs may require a meeting with and/or additional information from the staff member or parent requesting the use of a service animal, including, but not limited to, documentation/consultation from the staff member's or student's health care provider.

Approval of the use of a service animal on District property is subject to periodic review, revision or revocation by Administration.

VI. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:

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1. Any of the requirements described in Policy 614 are not met.

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2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;

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3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or

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4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.

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- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

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VII. ALLERGIES; FEAR OF ANIMALS

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2 If a student or employee notifies the school district that he or she is allergic to a service
3 animal, the school district will balance the rights of the individuals involved. In general,
4 allergies that are not life threatening are not a valid reason for prohibiting the presence
5 of a service animal. Fear of animals is generally not a valid reason for prohibiting the
6 presence of a service animal.

7
8 **VIII. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED**
9 **EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS**

10
11 If a special education student or a student with a Section 504 plan seeks to bring an
12 animal onto school property that is not a service animal, the request shall be referred to
13 the student's IEP team or Section 504 team, as appropriate, to determine whether the
14 animal is necessary for the student to receive a free appropriate public education
15 (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the
16 student's access to the school district's programs and activities.

17
18 **IX. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES**

19
20 If an employee seeks to bring an animal onto school property that is not a service
21 animal, the request shall be referred to the superintendent or the administrator
22 designated to handle such requests. A school district employee who is a qualified
23 individual with a disability will be allowed to bring such animal onto school property
24 when it is determined that such use is required to enable the employee to perform the
25 essential functions of his or her position or to enjoy the benefits of employment in a
26 manner comparable to those similarly situated non-disabled employees.

27
28
29 Dated: 11-15-99
30 Reviewed: 8-12-13
31 Revised: 7-21-03; 8-2-21

Adopted: _____

MSBA/MASA Model Policy 535
Orig. 2019

Revised: _____

535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual’s disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A “handler” is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. “Work or tasks” are those functions performed by a service animal.
2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other

tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
 1. Is the service animal required because of a disability; and
 2. What work or tasks is the service animal trained to perform.
- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because

of a disability and to describe the work or tasks that the service animal is trained to perform.

- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
 - 1. Any of the requirements described in Part V., above, are not met.
 - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general,

allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

- A. The owner of the service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations for Persons with Disabilities)
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

APPROVAL REQUEST FORM FOR USE OF A SERVICE ANIMAL

Please turn in your request to the [Superintendent] OR [Director of Student Services] (Students)
or the [Superintendent] OR [Director of Human Resources] (Employees)

Student/Employee Name: _____ Date: _____

Parent or authorized representative name(s) and contact information (*please include email, phone number, and address*): _____

Building: _____

Type of service animal: _____

Name of service animal: _____ Name of handler: _____

Is the service animal required because of a disability: _____

What work or tasks is the service animal trained to perform: _____

Checklist for Completion of Form

Attached is documentation that the service animal is:

____ Properly licensed

____ Properly and currently vaccinated

I have read and understand the School District's policy regarding service animals and will abide by the terms of the policy.

I understand that if my service animal: is out of control and/or the animal's handler does not effectively control the animal's behavior; is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my service animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my service animal. I agree to indemnify, defend, and hold harmless the School District, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

Superintendent/Administrator Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Employee Signature: _____ Date: _____

Note: This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

OLD BUSINESS – FOR REVIEW

Agenda Item V.C.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: School Sponsored Student Publications

(Recommended by the Superintendent)

A second read of Policy 616: School Sponsored Student Publications. Minor revisions have been made.

Attachments:

Policy 616: School Sponsored Student Publications

MSBA Model Policy 512: School-Sponsored Student Publications and Activities

RICHFIELD PUBLIC SCHOOLS

SCHOOL SPONSORED STUDENT PUBLICATIONS

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

- A. Expression and representations made by students in school publications is not an expression of official school district policy. Official school publications are free from prior restraint by officials except as provided by law. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- B. Students who believe their right to free expression has been unreasonably restricted in an official student publication may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
 - 1. Students producing official school publications shall be under the supervision of a faculty advisor and the school principal. Official publications shall be subject to the guidelines set forth below.
 - 2. Official school publications may be distributed at reasonable times and locations.

III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, or posting or displaying material in hard copy or electronically on a web-site.
- B. "Official school publications" means school newspapers, yearbooks, web—pages or other digital media, and material produced in communication, journalism or other classes as a part of the curriculum.
- C. "Obscene to minors" means:

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1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- D. "Minor" means any person under the age of eighteen (18).
- E. "Substantial disruption" of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption, which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.
- In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
- F. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, music concerts, school plays, and in-school lunch periods.
- G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Expression in an official school publication is prohibited when the material ~~is~~:

- (1) ~~is~~ obscene to minors
- (2) ~~is~~ libelous or slanderous
- (3) advertises or promotes any product or service not permitted for minors by law
- (4) encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities.
- (5) expresses or advocates sexual, racial or religious harassment or violence or prejudice
- (6) ~~is~~ distributed or displayed in violation of time, place and manner regulations

B. Time, Place and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

(1) Time

Distribution shall be limited to the hours before the school day begins, during ~~the~~ lunch hour, ~~and~~ after school is dismissed ~~and~~ at other times with administrative approval.

(2) Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

(3) Manner

No one shall induce or coerce a student or staff member to accept a student publication.

- Legal References:** U.S. Constitution, First Amendment
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bystrom v. Fridley High School, I.D.S. No. 14, 822 F.2d 747 (8th Cir. 1987)
- Cross References:** Board Policy 107 – Electronic Communications and Administrative Guidelines 107.1 – Electronic Use and Communications
Policy 541 - Student Behavior
Administrative Guidelines 541 - Student Behavior
Policy 561 - Distribution of Non-Curricular Literature to Students
Policy 563 - Advertising in the Schools

~~ADOPTED-RATIFIED~~ BY THE BOARD OF EDUCATION: June 15, 1998

REVIEWED BY THE BOARD OF EDUCATION: August 1, 2005

REVISED BY THE BOARD OF EDUCATION: January 6, 2003; August 2, 2021

REAFFIRMED BY THE BOARD OF EDUCATION: August 12, 2013

Formatted: Left

Adopted: _____

MSBA/MASA Model Policy 512

Orig. 1995

Revised: _____

Rev. 2002

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

[Note: A school district generally will wish to reserve a forum it sponsors for its intended purpose in light of the special characteristics of the school environment. By doing so, the school district will have more authority/editorial control over student expression in such a forum. Sponsorship alone may not be enough, however. If the exercise of control is challenged, courts will examine factors such as whether the school district's purpose in creating the forum was educational, whether school officials supervised the publication or activity and exercised editorial control over the contents, whether the materials were produced as part of the curriculum, and whether students received grades and academic credit for the publication or activity. If a forum is reserved, regulation of student expression as in Section IV.B. of this policy will be permissible. If a forum is not reserved, but rather is opened for public communication by tradition or designation, then only the limited regulation of speech as described in Section IV.A. of this policy will be permissible.]

- A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.
- B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- C. Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
 - 1. Students producing official school publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.

2. Official school publications may be distributed at reasonable times and locations.

III. DEFINITIONS

- A. “Distribution” means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.
- B. “Official school publications” means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as a part of the curriculum.
- C. “Obscene to minors” means:
 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- D. “Minor” means any person under the age of eighteen (18).
- E. “Material and substantial disruption” of a normal school activity means:
 1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience

in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- F. “School activities” means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.
- G. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

- A. Expression in an official school publication or school-sponsored activity is prohibited when the material:
 - 1. is obscene to minors;
 - 2. is libelous or slanderous;
 - 3. advertises or promotes any product or service not permitted for minors by law;
 - 4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
 - 5. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
 - 6. is distributed or displayed in violation of time, place, and manner regulations.
- B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district’s actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:
 - 1. assuring that participants learn whatever lessons the activity is designed to teach;
 - 2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
 - 3. assuring that the views of the individual speaker are not erroneously attributed to the school;

4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

C. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)
Morse v. Frederick, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

OLD BUSINESS- FOR ACTION

Agenda Item V.D.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: 2021-2022 School Board Meeting Schedule

(Recommended by the Superintendent)

That the Board of Education approve the following School Board Meeting Dates for 2021-2022.

Background:

All meetings are held at 7 p.m. in the District Office Boardroom on the first and third Mondays of the month with noted exceptions (*)

- Each school will be invited to make a presentation to the Board of Education during the school year. These presentations will occur during the first meeting of the month.
- Public Comment is available during second meeting of the month.
- Study Sessions will be added as needed.

Attached:

2021-2022 RPS Proposed School Board Meeting Dates

2021-2022 RPS Proposed School Board Meeting Dates

All meetings are held at 7:00 pm in the District Office Boardroom on the first and third Monday of the month with noted exceptions (*)

- Each school will be invited to make a presentation to the Board of Education during the school year.
- Public Comment is available during the second meeting of the month.
- Study Sessions will be added as needed.

August 2021

| | |
|-------------------|--|
| Monday, August 2 | 7:00 pm Regular Meeting |
| Monday, August 16 | 7:00 pm Regular Meeting (Public Comment) |

September 2021

| | |
|------------------------------|--|
| <i>*Tuesday, September 7</i> | 7:00 pm Regular Meeting |
| Monday, September 20 | 7:00 pm Regular Meeting (Public Comment) |

October 2021

| | |
|--------------------|--|
| Monday, October 4 | 7:00 pm Regular Meeting |
| Monday, October 18 | 7:00 pm Regular Meeting (Public Comment) |

November 2021

| | |
|-----------------------------|--|
| <i>*Monday, November 8</i> | 7:00 pm Regular Meeting |
| <i>*Monday, November 22</i> | 7:00 pm Regular Meeting (Public Comment) |

December 2021

| | |
|---------------------|--|
| Monday, December 6 | 7:00 pm Regular Meeting with Truth-in-Taxation |
| Monday, December 20 | 7:00 pm Regular Meeting (Public Comment) |

January 2022

| | |
|-----------------------------|--|
| Monday, January 3 | 7:00 pm Organizational Meeting |
| <i>*Tuesday, January 18</i> | 7:00 pm Regular Meeting (Public Comment) |

February 2022

| | |
|------------------------------|--|
| Monday, February 7 | 7:00 pm Regular Meeting |
| <i>*Tuesday, February 22</i> | 7:00 pm Regular Meeting (Public Comment) |

March 2022

| | |
|------------------|--|
| Monday, March 7 | 7:00 pm Regular Meeting |
| Monday, March 21 | 7:00 pm Regular Meeting (Public Comment) |

April 2022

| | |
|------------------|--|
| Monday, April 4 | 7:00 pm Regular Meeting |
| Monday, April 18 | 7:00 pm Regular Meeting (Public Comment) |

May 2022

| | |
|----------------|--|
| Monday, May 2 | 7:00 pm Regular Meeting |
| Monday, May 16 | 7:00 pm Regular Meeting (Public Comment) |

June 2022

Monday, June 6

7:00 pm Regular Meeting

Monday, June 27

7:00 pm Regular Meeting (Public Comment)

July 2022

****Monday, July 11***

7:00 pm Regular Meeting (Public Comment)

***School Board Meeting Exceptions**

Meetings are held in the District Office Boardroom on the first and third Monday at 7:00 pm except as noted below:

Tuesday, September 7, 2021

(due to Monday Holiday)

Monday, November 8, 2021

(due to November 2 election)

Monday, November 22, 2021

(due to November 2 election)

Tuesday, January 18, 2022

(due to Monday Holiday)

Tuesday, February 22, 2022

(due to Monday Holiday)

Monday, July 11, 2022

(only one meeting held in July)

NEW BUSINESS – FOR REVIEW

Agenda Item VI.A.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: Adult Education

(Recommended by the Superintendent)

A first read of Policy 676: Adult Education.

Attachments:

Policy 676: Adult Education

RICHFIELD PUBLIC SCHOOLS

ADULT EDUCATION

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

1. Adult basic education - to include English as a Second Language, G.E.D. preparation, skill development, and high school diploma programs
2. Early childhood family education parenting programs
3. General enrichment community education courses
4. Off campus college credit courses
5. Auditing of regular senior high classes

The community education administrator shall be responsible for the development and administration of programs offered through Community Education. The community education administrator shall also be responsible for coordinating, scheduling, assigning meeting spaces, and making other arrangements to accommodate courses offered by local colleges and universities. Post secondary institutions will be charged a minimal fee to help cover additional cleaning services necessitated by the offering of their courses.

Adult education programs offered through Community Education are supported by patron fees, local levy, and federal, state and private grants. Courses offered by post secondary institutions in Richfield facilities are supported by fees and tuition charged by the respective institutions.

ADOPTED BY THE BOARD OF EDUCATION: April 2, 1978

AMENDED BY THE BOARD OF EDUCATION: July 21, 1986; January 7, 1991; September 15, 2003

REAFFIRMED BY THE BOARD OF EDUCATION: December 8, 1998, August 12, 2013

NEW BUSINESS - FOR ACTION

Agenda Item VI.B.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: SHERIDAN HILLS Facilities Project Change Order #023

(Recommended by the Superintendent)

That the Board of Education approve SHERIDAN HILLS Facilities Project Change Order #023 for a net increase of \$2,280.00.

Background Information

- Sheridan Elementary Change Order #23 – An addition of \$2,280.00 for costs associated with demolition of the steel platform in the boiler room and costs associated with the addition of the steel handrail at the exterior stairs.

| | |
|--|----------------|
| The original (Contract Sum) | \$9,582,000.00 |
| Net Change by previously authorized Change Orders | \$384,148.00 |
| The contract sum prior to these Change Orders | \$9,966,148.00 |
| The contract sum will be increased by these Change Orders in the amount of | \$2,280.00 |
| The new contract sum including all Change Orders will be | \$9,968,428.00 |



ICS
1331 Tyler Street NE, Suite 101
Minneapolis, Minnesota 55413
Phone: (763) 354-2670
Fax: (763) 780-2866

Project: S180064 - SHRDN - ISD #280, Richfield Sheridan Hills
Elementary 2019 Additions & Renovations
6400 Sheridan Avenue South
Richfield, Minnesota 55423

Contract Change Order #023: Corval CO 023

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | Corval Group 1633 Eustis Street St. Paul, Minnesota 55108 | CONTRACT FOR: | SC-S180064 - SHRDN-001:Corval Group Single Prime Contract |
| DATE CREATED: | 6/21/2021 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Pending - Proceeding | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | Client Request Design Development |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$2,280.00 |

DESCRIPTION:

Included in this change order are costs to demolish the existing steel platform that was used to access the steam boilers that were removed and costs associated with increased steel prices related to the handrail being added at an exterior concrete stair.

Also included in this change order is a no cost change associated building room re-numbering.

CE #095 - SI 014 - Room Number Plan: No cost impact \$0.00
SI 014 - Room Number Plan

CE #106 - RFCO - Exterior Stair at Gymnasium Cost Increases: \$1,020.00
RFCO - Exterior Stair at Gymnasium Cost Increases

CE #109 - GCPR #55 - Additional Steinhagen Demo: \$1,260.00
GCPR #55 - Additional Steinhagen Demo

ATTACHMENTS:

[GCPR#56 - Stair Cost Increases \(2\).pdf](#) [GCPR#55- Additional Steinhagen Demo Pricing for Approval.pdf](#) [SI 014 - Room Numbering Plans.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|---|-----------------|
| The original (Contract Sum) | \$ 9,582,000.00 |
| Net change by previously authorized Change Orders | \$ 384,148.00 |
| The contract sum prior to this Change Order was | \$ 9,966,148.00 |
| The contract sum would be changed by this Change Order in the amount of | \$ 2,280.00 |
| The new contract sum including this Change Order will be | \$ 9,968,428.00 |
| The contract time will not be changed by this Change Order by 0 days | |



Corval Group
1633 Eustis Street
St. Paul Minnesota 55108

Wold Architects & Engineers
332 Minnesota Street, Suite W2000
St. Paul Minnesota 55101

Independent School District #280
7001 Harriet Avenue S.
Richfield Minnesota 55423

SIGNATURE

DATE

SIGNATURE

DATE

SIGNATURE

DATE

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: RMS Facilities Project Change Orders #019 & #020

(Recommended by the Superintendent)

That the Board of Education approve RMS Facilities Project Change Orders #019 and #020 for a net increase of \$32,780.20.

Background Information

- Richfield Middle School Change Order #19 – An addition of \$17,302.77 for adding a door and ships ladder in the boiler room as required by code, as well as removal of dishwasher shelving and cabinets that were originally planned to remain.
- Richfield Middle School Change Order #20 – An addition of \$15,477.43 for the addition of condensate drain lines and pumps for a new air handling unit, reconnection of an existing unmarked hose bib and wall finish work to match new walls in the nurse's area.

| | |
|--|-----------------|
| The original (Contract Sum) | \$16,701,000.00 |
| Net Change by previously authorized Change Orders | \$688,037.53 |
| The contract sum prior to this Change Order | \$17,389,037.53 |
| The contract sum will be increased by this Change Order in the amount of | \$32,780.20 |
| The new contract sum including all Change Orders will be | \$17,421,817.73 |



ICS
1331 Tyler Street NE, Suite 101
Minneapolis, Minnesota 55413
Phone: (763) 354-2670
Fax: (763) 780-2866

Project: S180064 - RMS - ISD #280, Richfield Middle School
7461 Oliver Avenue South
Richfield, Minnesota 55423

Contract Change Order #019: Shaw-Lundquist CO 019

| | | | |
|-------------------------------|---|-------------------------|---|
| CONTRACT COMPANY: | Shaw-Lundquist Associates, Inc. 2757 West Service Road St. Paul, Minnesota 55121 | CONTRACT FOR: | SC-S180064 - RMS-001:Shaw-Lundquist Single Prime Contract |
| DATE CREATED: | 6/21/2021 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 06/21/2021 |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$17,302.77 |

DESCRIPTION:

Largest cost includes door modifications and adding a ships ladder to the boiler room. Other minor costs include removing dishwasher shelving and cabinets that were originally called out to remain.

CE #116 - Perforated Panel Specification Change: No cost impact \$0.00

Costs associated with the spec change of the stairway perforated panels to a thicker gauge and different design.

CE #122 - PR #034 - Boiler Room and Dish wash Revisions: \$15,375.57

CE #136 - #270: Dishwasher room shelving and cabinets: \$1,927.20

ATTACHMENTS:

[ICS CE #136 Pricing for Approval RMS 2021-06-07.pdf](#) [PR #034 Pricing for Approval RMS 2021-04-22.pdf](#) [PR #034 - Boiler Room and Dishwash Revisions.pdf](#) [ICS CE #116 Pricing for Approval RMS 2021-02-25.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|------------------|
| The original (Contract Sum) | \$ 16,701,000.00 |
| Net change by previously authorized Change Orders | \$ 688,037.53 |
| The contract sum prior to this Change Order was | \$ 17,389,037.53 |
| The contract sum will be increased by this Change Order in the amount of | \$ 17,302.77 |
| The new contract sum including this Change Order will be | \$ 17,406,340.30 |
| The contract time will not be changed by this Change Order by 0 days | |



Shaw-Lundquist Associates, Inc.
2757 West Service Road
St. Paul Minnesota 55121

Wold Architects & Engineers
332 Minnesota Street, Suite W2000
St. Paul Minnesota 55101

Independent School District #280
7001 Harriet Avenue S.
Richfield Minnesota 55423

SIGNATURE DATE

SIGNATURE DATE

SIGNATURE DATE



ICS
1331 Tyler Street NE, Suite 101
Minneapolis, Minnesota 55413
Phone: (763) 354-2670
Fax: (763) 780-2866

Project: S180064 - RMS - ISD #280, Richfield Middle School
7461 Oliver Avenue South
Richfield, Minnesota 55423

Contract Change Order #020: Shaw-Lundquist CO 020

| | | | |
|-------------------------------|---|-------------------------|---|
| CONTRACT COMPANY: | Shaw-Lundquist Associates, Inc. 2757 West Service Road St. Paul, Minnesota 55121 | CONTRACT FOR: | SC-S180064 - RMS-001:Shaw-Lundquist Single Prime Contract |
| DATE CREATED: | 6/21/2021 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Pending - Proceeding | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$15,477.43 |

DESCRIPTION:

Majority of costs are to add condensate lines and pump to a new air handling unit. Other minor costs include a new wall hydrant, and new wall finishes at nurse area to match adjacent wall.

CE #125 - #249: Existing Silcock: \$2,362.50

CE #130 - #250: New nurses station: \$1,002.75

CE #131 - PR #036 - AHU-B7 Condensate Pump: \$12,112.18

ATTACHMENTS:

[PR #036 Pricing for Approval RMS 2021-06-03.pdf](#) [ICS CE #130 Pricing for Approval RMS 2021-04-23.pdf](#) [PR #036 - AHU-B7 Condensate Pump.pdf](#) [ICS CE #125 Pricing for Approval RMS 2021-04-23.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|---|------------------|
| The original (Contract Sum) | \$ 16,701,000.00 |
| Net change by previously authorized Change Orders | \$ 705,340.30 |
| The contract sum prior to this Change Order was | \$ 17,406,340.30 |
| The contract sum would be changed by this Change Order in the amount of | \$ 15,477.43 |
| The new contract sum including this Change Order will be | \$ 17,421,817.73 |
| The contract time will not be changed by this Change Order by 0 days | |

Shaw-Lundquist Associates, Inc.
2757 West Service Road
St. Paul Minnesota 55121

Wold Architects & Engineers
332 Minnesota Street, Suite W2000
St. Paul Minnesota 55101

Independent School District #280
7001 Harriet Avenue S.
Richfield Minnesota 55423

SIGNATURE

DATE

SIGNATURE

DATE

SIGNATURE

DATE

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: Central Facilities Project Change Order #004

(Recommended by the Superintendent)

That the Board of Education approve Central Education Center Facilities Project Change Order #004 for a net increase of \$6,637.17.

Background Information

- Central Education Center Change Order #4- An addition of \$6,637.17 for replacement of the existing sink and casework in the kitchen prep area, disconnection of power to existing furniture, additional sprinkler heads as required due to increased soffit sizes for new ductwork.

| | |
|--|----------------|
| The original (Contract Sum) | \$4,305,000.00 |
| Net Change by previously authorized Change Orders | \$35,385.30 |
| The contract sum prior to these Change Orders | \$4,340,385.30 |
| The contract sum will be increased by these Change Orders in the amount of | \$6,637.17 |
| The new contract sum including all Change Orders will be | \$4,347,022.47 |



ICS
1331 Tyler Street NE, Suite 101
Minneapolis, Minnesota 55413
Phone: (763) 354-2670
Fax: (763) 780-2866

Project: S180064 - CEC - ISD #280, Richfield Central Ed Center

Contract Change Order #004: Rochon CO 004

| | | | |
|-------------------------------|--|-------------------------|--|
| CONTRACT COMPANY: | Rochon Corporation 28 2nd Street NW, Suite 200 Osseo, Minnesota 55369 | CONTRACT FOR: | SC-S180064 - CEC-001:Rochon Single Prime |
| DATE CREATED: | 6/21/2021 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Pending - Proceeding | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | Client Request Design Development Existing Condition |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$6,637.17 |

DESCRIPTION:

Included in this change order are costs to replace the existing casework and sink in the Prep Room, disconnect electrical power feeds from Owner furniture, provide an additional door closer and add fire sprinklers in various soffits due to increased soffit widths required for ductwork.

CE #018 - PCO#013 Prep Room Sink & Casework: \$3,297.00
Please provide pricing for two options:

Option 1: New casework, sink, faucet and PLAM countertop to replace sink and casework that were removed on west wall. Installation shall accommodate toy dishwasher to the left of the current sink location.

Option 2: Salvage sink and stainless steel counter from Centennial Hills Elementary and install to replace sink and casework that were removed on west wall. Installation shall accommodate toy dishwasher to the left of the current sink location.

CE #020 - PCO#014 Power Pole Removal: \$131.25
PCO#014 Power Pole Removal

CE #027 - PCO#020 - Door Closer: \$470.52
PCO#020 - Door Closer

CE #028 - PCO#021 - Soffit Sizes: \$2,738.40
PCO#021 - Soffit Sizes

ATTACHMENTS:

[PCO#021 - Soffit Sizes.pdf](#) [PCO#020 - RFI#42 Door Closer.pdf](#) [PCO#016 - Prep Room Sink and Casework.pdf](#) [PCO#014 - Power Pole Removal.pdf](#)

CHANGE ORDER LINE ITEMS:



| | |
|---|-----------------|
| The original (Contract Sum) | \$ 4,305,000.00 |
| Net change by previously authorized Change Orders | \$ 35,385.30 |
| The contract sum prior to this Change Order was | \$ 4,340,385.30 |
| The contract sum would be changed by this Change Order in the amount of | \$ 6,637.17 |
| The new contract sum including this Change Order will be | \$ 4,347,022.47 |
| The contract time will not be changed by this Change Order by 0 days | |

Rochon Corporation
28 2nd Street NW, Suite 200
Osseo Minnesota 55369

Wold Architects & Engineers
332 Minnesota Street, Suite W2000
St. Paul Minnesota 55101

Independent School District #280
7001 Harriet Avenue S.
Richfield Minnesota 55423

SIGNATURE DATE

SIGNATURE DATE

SIGNATURE DATE

NEW BUSINESS - FOR ACTION

Agenda Item VI.E.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: PAVEMENT REHABILITATION PROJECT – Change Order #2

(Recommended by the Superintendent)

That the Board of Education approve Pavement Rehabilitation Project Change Order #2 with McNamara Contracting Inc, for a total increase of \$13,026.00.

Background Information

- Pavement Rehabilitation Project Change Order #2 – 1. ADA compliance issue with existing sidewalk to High School. 2. Additional structure replacements and adjustments. Deduct from Alternate 1 provided some cost recovery.

| | |
|--|--------------|
| The original (Contract Sum) | \$532,775.00 |
| Net Change by previously authorized Change Orders | \$37,146.00 |
| The contract sum prior to these Change Orders | \$569,921.00 |
| The contract sum will be increased by these Change Orders in the amount of | \$13,026.00 |
| The new contract sum including all Change Orders will be | \$582,947.00 |

CHANGE ORDER

Number: CO #2

| | | | |
|---|---|-------------------|---|
| Project: | Richfield Schools 2020 Pavement Rehabilitation | Date of Issuance: | July 6, 2021 |
| Owner: | Richfield Public Schools ISD #280 7001 Harriet Ave. South Richfield, MN 55423 | | |
| Contractor: | McNamara Contracting, Inc. 16700 Chippendale Ave. Rosemount, MN 55068 | Engineer: | Larson Engineering, Inc. 3524 Labore Road White Bear Lake, MN 55110 |
| Engineer's Project Number: 12206007.000 | | | |

You are directed to make the following changes in the Contract Documents:

Description:

- | | |
|--|-----------------------|
| 1. Deduct 1,327 SF of concrete sidewalk replacement from Alternate 1 | Total = (\$21,232.00) |
| 2. Install 1,593 SF of 6" concrete / 6" aggregate base | Total = \$25,488.00 |
| 3. Install 155 SF of B612 curb and gutter | Total = \$4,495.00 |
| 4. Adjustment of existing storm structure (3 total) | Total = \$2,925.00 |
| 5. Install new casting on existing storm structure (1 total) | Total = \$550.00 |
| 6. Structure adjustment at Central Building | Total = \$600.00 |
| 7. Concrete stoop repair | Total = \$200.00 |
| Grand Total = \$13,026.00 | |

Attachments: None.

| CHANGE IN CONTRACT PRICE | CHANGE IN CONTRACT TIME |
|---|--|
| Original Contract Price: | Original Contract Time: |
| \$ 532,775.00 | August 13, 2021 |
| Previous Change Orders No. 1 | Net Change from Previous Change Orders: |
| \$ 37,146.00 | 0 days |
| Contract Price Prior to this Change Order: | Contract Time Prior to this Change Order: |
| \$ 569,921.00 | August 13, 2021 |
| Net Increase (decrease) of this Change Order: | Net Increase (decrease) of this Change Order: |
| \$ 13,026.00 | 0 days |
| Contract Price with all Approved Change Orders: | Contract Time with all Approved Change Orders: |
| \$ 582,947.00 | August 13, 2021 |
| | |

Recommended:

Approved:

Approved:

by T.J. Rose
Engineer

by _____
Owner

by _____
Contractor

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

SUBJECT: Solar Array Installation Agreement with Ideal Energies

(Recommended by the Superintendent)

That the Board of Education authorize the Chief Human Resources and Administrative Officer to enter into agreements with Ideal Energies for a Solar Array Purchase, Facility Lease, Power Purchase and Put and Call for new and replacement systems at Richfield High School, Richfield Middle School, Richfield STEM School, Centennial Elementary, Richfield Dual Language and Sheridan Hills Elementary Schools.

Background Information

(Prepared by Craig Holje)

The District has received a proposal from Ideal Energies for the replacement and expansion of solar arrays on Richfield Public Schools buildings in order to maximize energy savings and reduce the District's carbon footprint. Ideal Energies is the provider for the current solar power array at Richfield High School, Richfield Middle School and Richfield STEM School.

Net savings are projected to be approximately \$45,000 annually beginning the first year with incremental increases through year 20 when financing payments are completed and then rise to approximately \$235,000 annually. This results in total projected savings of \$1,246,000 in the first 20 years and then \$7,467,000 cumulative after 40 years.

As part of this project, the District installation benefits from participation in Solar Rewards and PV Demand Credit programs to partially support the funding. Based on feedback from the Fiscal Planning Advisory Committee, the District consulted with other school districts that have recently established installations and sought and received a financial proposal from another vendor. Based on the review of both proposals, the District is recommending an agreement with Ideal Energies based on financial considerations as well as experience and educational programming.

If authorized by the Board, the District will finalize the planning and agreements following review of agreements by Jay Squires, district legal counsel, as well as analysis of facility installation impacts and engineering.

On-Site Solar for ISD 280 Richfield Public Schools

6/28/2021



iDEAL ENERGIES
— A GREEN² COMPANY —

About iDEAL Energies

iDEAL Energies is the premier Minneapolis-based commercial solar energy developer with 400+ commercial systems currently in operation and 100+ projects under construction.

Our seamless vertical integration allows us to develop, design, install, finance, and operate turn-key solar energy systems across multiple sectors including commercial for-profit businesses, non-profits, cities, counties, schools, and non-profits.

iDEAL's affiliated companies provide development, financing, project management, construction, operation and maintenance.

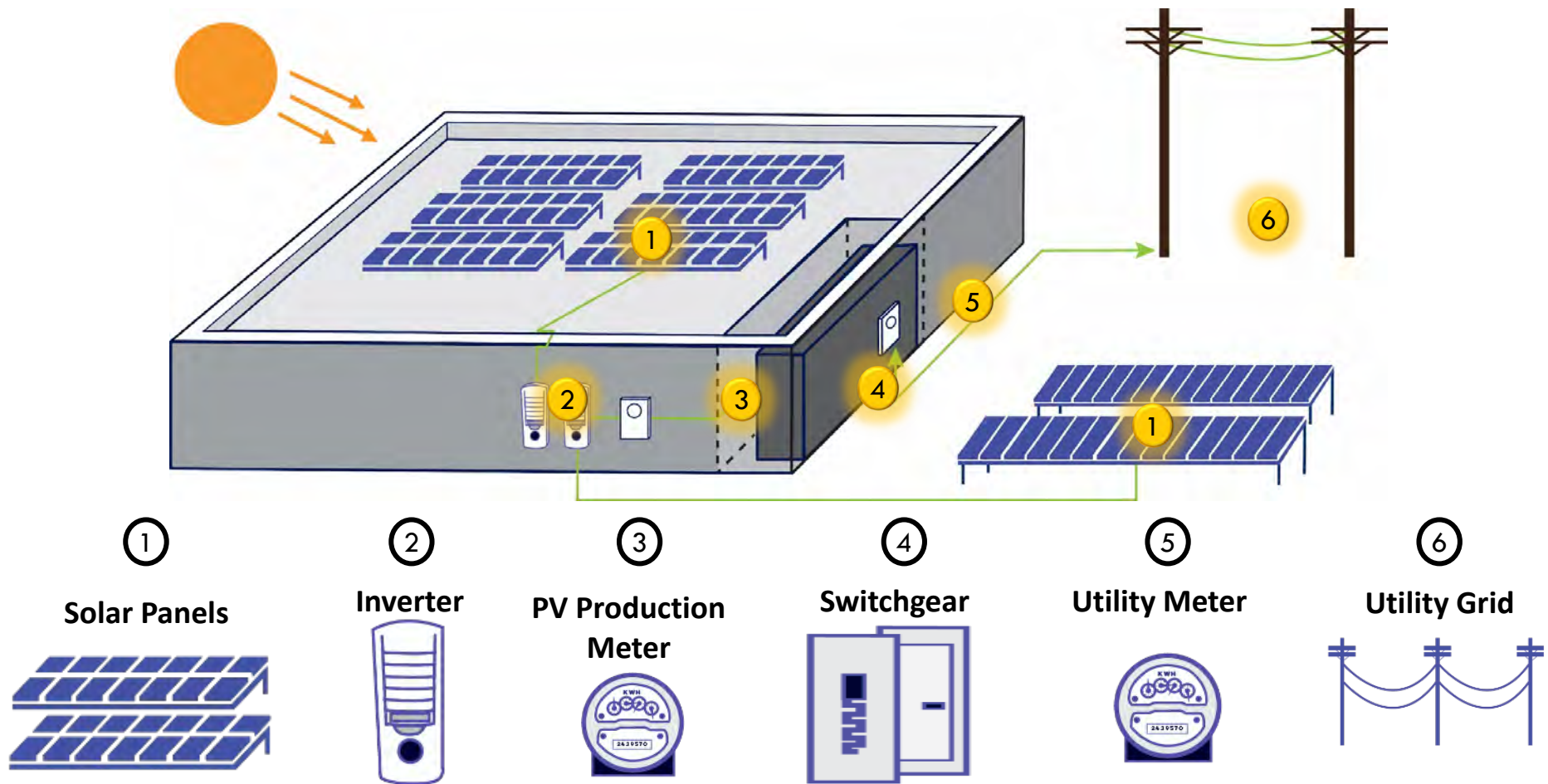




Our School Customers

Athlos Leadership Academy
Aurora Charter School
Blake Schools
Bloomington Public Schools
Brooklyn Center Public Schools
Byron Schools
Burnsville Schools
Central Public Schools
Children's Discovery Child Care & Learning Centers
Columbia Heights Schools
Cristo Rey Jesuit High School
Eden Prairie Schools
Floodwood School District
Fridley School District
Hinckley Finlayson District
Kimball Schools
La Crescent Hokah Schools

Lakeview Public Schools
Many Rivers Montessori
Maple Lake Schools
Minneapolis Public Schools
Noble Academy
New Millennium Academy Charter School
Orono Public Schools
Osseo Public Schools
Partnership Academy
Richfield Schools
Seven Hills Preparatory Academy
Summit Academy OIC
Tracy Area Public Schools
Urban Ventures Leadership Academy
White Bear Lake Schools



Solar Programs

Xcel Solar* Rewards

- Up to 40kW AC
- Solar arrays net metered
- Xcel pays \$0.06/kWh annually for solar array production for a 10-year period + an upfront grant for schools with low income qualification
- 15 Year Term

Xcel PV Demand Credit

- Greater than 40kW AC – 10 MW
- Projects are net metered up to 1 MW
- Xcel gives bill credit for every kWh generated from solar array from 1-7pm
- 20 Year Term

Includes Existing System Replacement

- iDEAL will work with Xcel Energy to receive authorization to replace the existing solar arrays with new equipment at the following schools:
 1. High School
 2. Richfield STEM
 3. Middle School
- The solar equipment will be replaced with brand new, state of the art panels, inverters and racking
- The replacement arrays will use the existing circuit to be interconnected to the building
- The existing remaining financial obligations for the three systems will be terminated and replaced with a new 15 year Lease

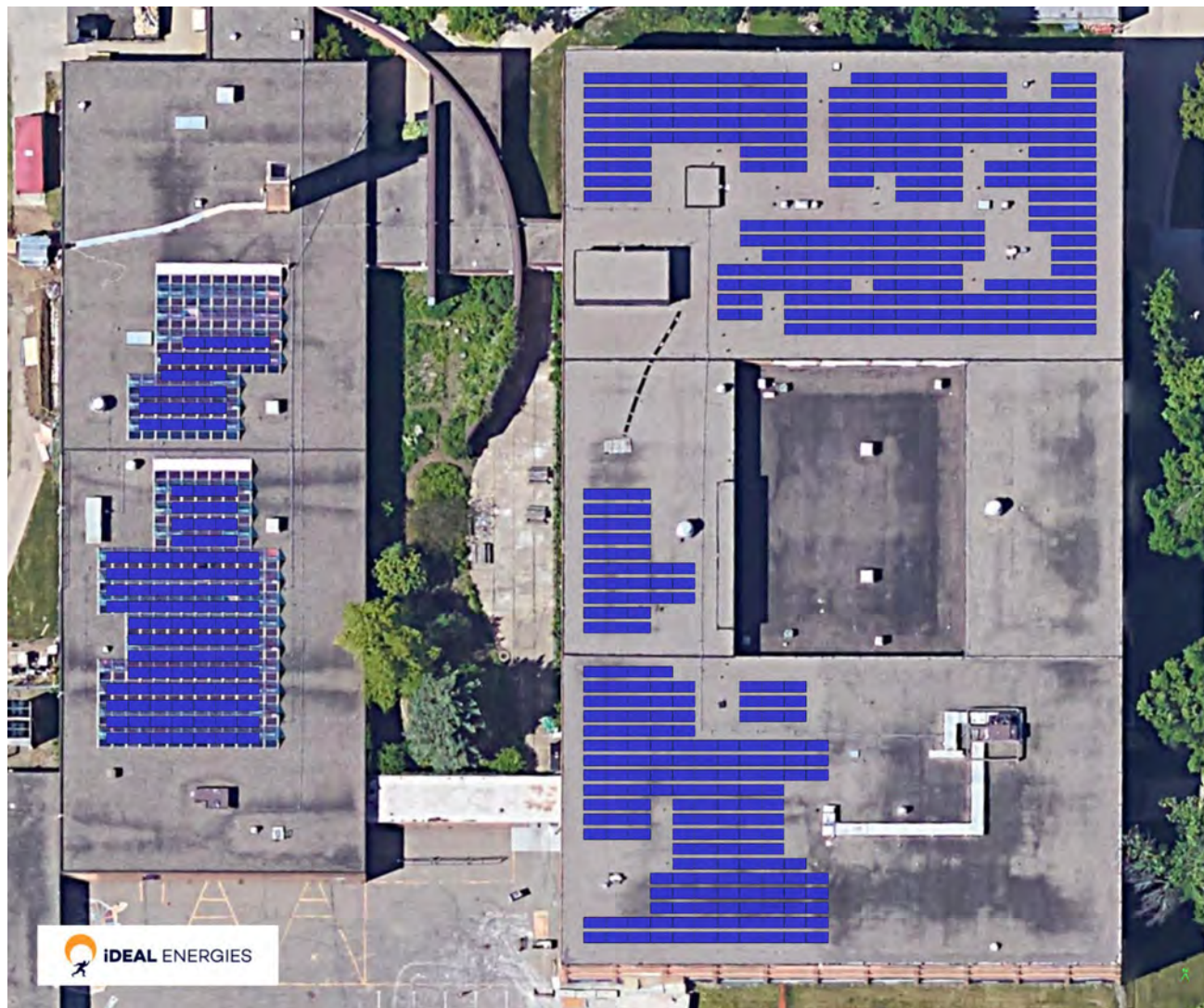
High School

39.36kW DC Replacement Array
476.2kW DC PV Credit Array



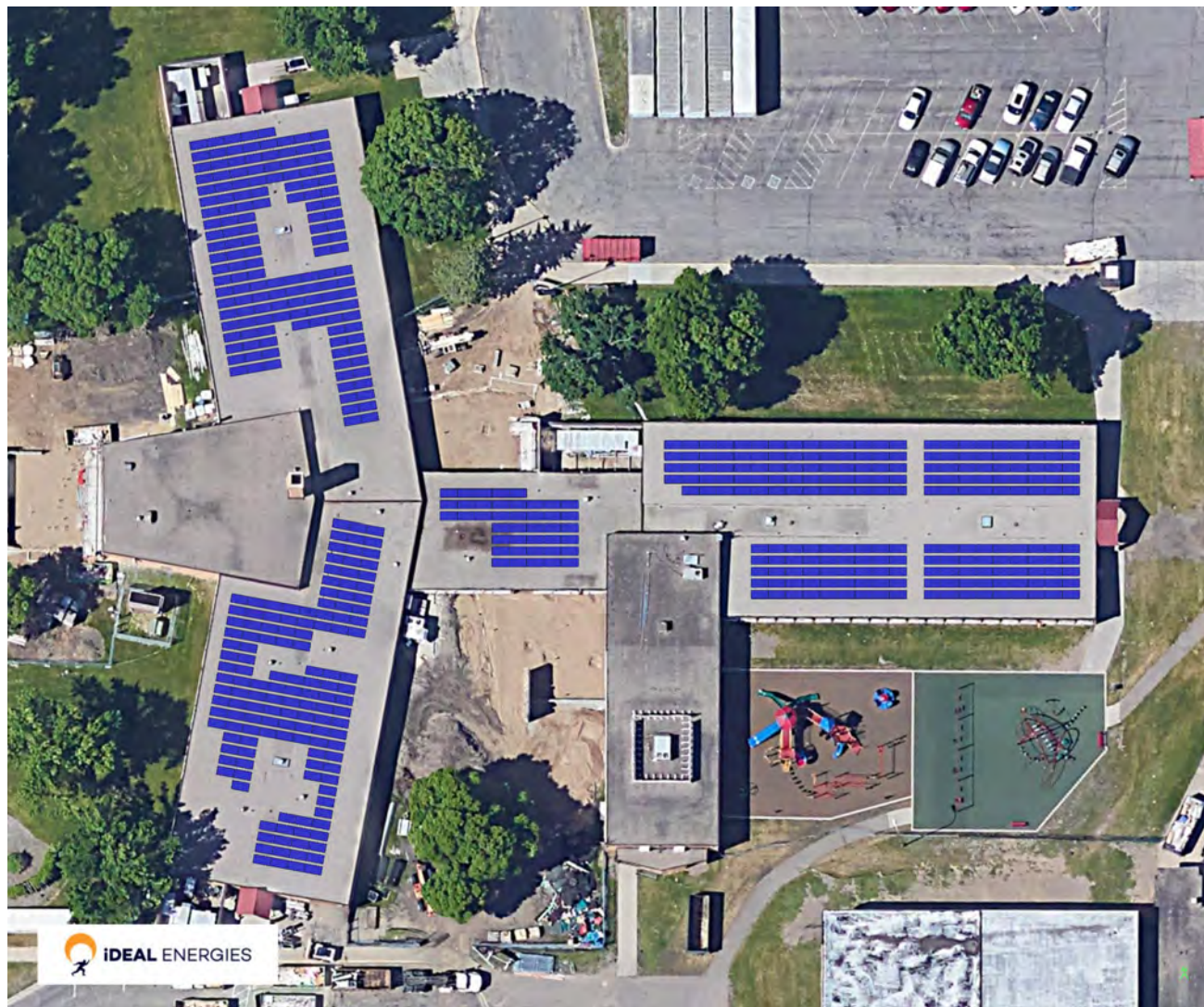
Richfield STEM

39.9kW DC Replacement Array
191.5kW DC PV Credit Array



Dual Language Elementary

217.7kW DC PV Credit Array



Middle School

36.562kW DC Replacement Array
123kW DC PV Credit Array



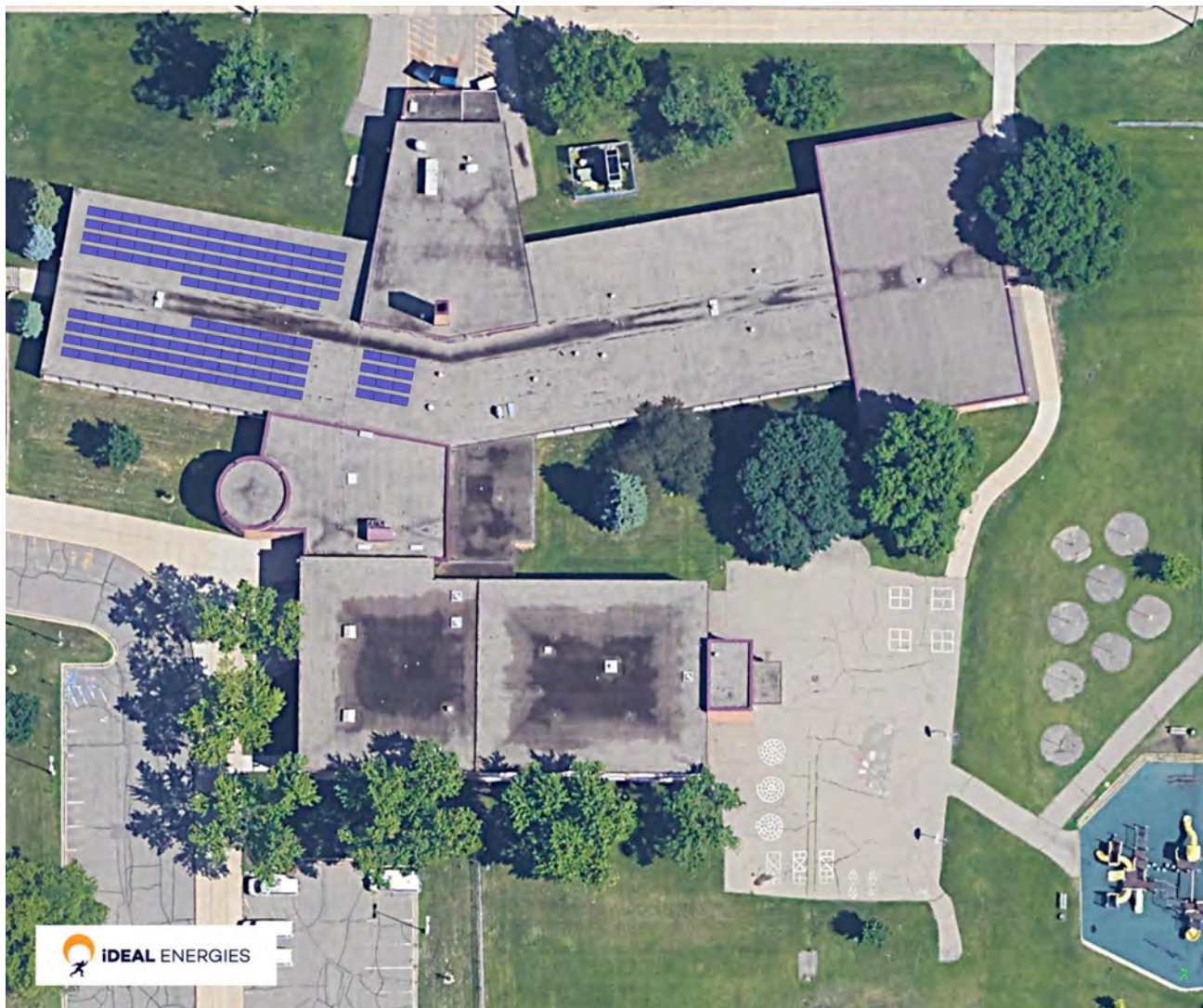
Centennial Elementary

58.63kW DC Solar Rewards
Low Income Array



Sheridan Elementary

58.63kW DC Solar Rewards
Low Income Array



Ideal Energies Solar Program

1. District owns the arrays day 1
2. District's only financial obligation is to purchase the energy produced by the arrays at a 30% discount for 15 years (All SolarRewards projects & replacement arrays) and 20 years (PV Credit projects)
3. Free energy after year 15/20 respectively
4. iDEAL Energies operates and maintains the solar arrays for the District
5. 25 Year solar panel warranty

| Year | Customer's Utility Savings and Rent Income | | |
|--------|--|--------------|-------------------------------|
| | Utility Bill Savings | Rent Revenue | Total Annual Customer Revenue |
| Year 1 | \$ 5,321 | \$ 50 | \$ 5,371 |
| Year 2 | \$ 5,480 | \$ 50 | \$ 5,530 |
| Year 3 | \$ 5,643 | \$ 50 | \$ 5,693 |
| Year 4 | \$ 5,812 | \$ 50 | \$ 5,862 |
| Year 5 | \$ 5,985 | \$ 50 | \$ 6,035 |

| | | | |
|---------|----------|-------|----------|
| Year 13 | \$ 7,571 | \$ 50 | \$ 7,621 |
| Year 14 | \$ 7,797 | \$ 50 | \$ 7,847 |
| Year 15 | \$ 8,030 | \$ 50 | \$ 8,080 |
| Year 16 | \$ 8,269 | - | \$ 8,269 |
| Year 17 | \$ 8,516 | - | \$ 8,516 |

| | | | |
|--------------|-------------------|---------------|-------------------|
| Year 36 | \$ 14,885 | - | \$ 14,885 |
| Year 37 | \$ 15,329 | - | \$ 15,329 |
| Year 38 | \$ 15,786 | - | \$ 15,786 |
| Year 39 | \$ 16,257 | - | \$ 16,257 |
| Year 40 | \$ 16,741 | - | \$ 16,741 |
| TOTAL | \$ 399,643 | \$ 750 | \$ 400,393 |

| Customer's Expenses | | |
|---|--|-----------------------|
| Energy Payment to Green ² Solar (subject to sales tax) | Insurance Expense & Maintenance Expense & Utility Fees | Total Annual Expenses |
| \$ (3,725) | \$ (180) | \$ (3,905) |
| \$ (3,836) | \$ (184) | \$ (4,020) |
| \$ (3,950) | \$ (187) | \$ (4,138) |
| \$ (4,068) | \$ (191) | \$ (4,259) |
| \$ (4,190) | \$ (195) | \$ (4,384) |

| | | |
|------------|----------|------------|
| \$ (5,300) | \$ (228) | \$ (5,528) |
| \$ (5,458) | \$ (233) | \$ (5,691) |
| \$ (5,621) | \$ (237) | \$ (5,858) |
| \$ - | \$ (242) | \$ (242) |
| \$ - | \$ (247) | \$ (247) |

| | | |
|--------------------|--------------------|--------------------|
| \$ - | \$ (360) | \$ (360) |
| \$ - | \$ (367) | \$ (367) |
| \$ - | \$ (374) | \$ (374) |
| \$ - | \$ (382) | \$ (382) |
| \$ - | \$ (389) | \$ (389) |
| \$ (69,190) | \$ (10,868) | \$ (80,058) |

| Annual Savings | |
|-------------------------------------|--|
| Total Annual Energy Expense Savings | Total Cumulative Annual Energy Expense Savings |
| \$ 1,466 | \$ 1,466 |
| \$ 1,510 | \$ 2,977 |
| \$ 1,556 | \$ 4,532 |
| \$ 1,602 | \$ 6,135 |
| \$ 1,651 | \$ 7,785 |

| | |
|----------|-----------|
| \$ 2,093 | \$ 22,912 |
| \$ 2,156 | \$ 25,068 |
| \$ 2,221 | \$ 27,289 |
| \$ 8,027 | \$ 35,316 |
| \$ 8,269 | \$ 43,585 |

| | |
|-------------------|------------|
| \$ 14,525 | \$ 257,735 |
| \$ 14,962 | \$ 272,697 |
| \$ 15,411 | \$ 288,108 |
| \$ 15,875 | \$ 303,983 |
| \$ 16,352 | \$ 320,335 |
| \$ 320,335 | |

| Solar Array System Summary | | | | | | |
|----------------------------|--------------------------|--------------------------|--------------------|--------------------|--------------------|------------------------------|
| Site | Centennial | Sheridan | Richfield STEM | Richfield Middle | Richfield High | System Sizing - All Projects |
| Solar Program | Solar Rewards Low Income | Solar Rewards Low Income | Replacement System | Replacement System | Replacement System | Total kW DC / kW AC |
| KW DC | 59 | 59 | 36 | 36 | 39 | 229 |

| Net Annual Cashflow | | | | | | Net Annual Cashflow | |
|---------------------|------------|----------|----------------|------------------|----------------|---------------------|------------|
| Year | Centennial | Sheridan | Richfield STEM | Richfield Middle | Richfield High | Total | Cumulative |
| Year 1 | \$1,466 | \$1,466 | \$922 | \$922 | \$995 | \$5,771 | \$5,771 |
| Year 2 | \$1,510 | \$1,510 | \$949 | \$949 | \$1,025 | \$5,945 | \$11,716 |
| Year 3 | \$1,556 | \$1,556 | \$978 | \$978 | \$1,056 | \$6,124 | \$17,840 |
| Year 4 | \$1,602 | \$1,602 | \$1,008 | \$1,008 | \$1,088 | \$6,308 | \$24,149 |
| Year 5 | \$1,651 | \$1,651 | \$1,038 | \$1,038 | \$1,121 | \$6,498 | \$30,647 |

| | | | | | | | |
|---------|---------|---------|---------|---------|---------|----------|-----------|
| Year 13 | \$2,093 | \$2,093 | \$1,318 | \$1,318 | \$1,423 | \$8,246 | \$90,218 |
| Year 14 | \$2,156 | \$2,156 | \$1,358 | \$1,358 | \$1,466 | \$8,495 | \$98,713 |
| Year 15 | \$2,221 | \$2,221 | \$1,400 | \$1,400 | \$1,511 | \$8,753 | \$107,466 |
| Year 16 | \$8,027 | \$8,027 | \$5,206 | \$5,206 | \$5,588 | \$32,053 | \$139,519 |
| Year 17 | \$8,269 | \$8,269 | \$5,363 | \$5,363 | \$5,757 | \$33,021 | \$172,541 |

| | | | | | | | |
|---------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|
| Year 36 | \$14,525 | \$14,525 | \$9,446 | \$9,446 | \$10,135 | \$58,077 | \$1,028,373 |
| Year 37 | \$14,962 | \$14,962 | \$9,732 | \$9,732 | \$10,441 | \$59,827 | \$1,088,200 |
| Year 38 | \$15,411 | \$15,411 | \$10,026 | \$10,026 | \$10,756 | \$61,630 | \$1,149,830 |
| Year 39 | \$15,875 | \$15,875 | \$10,328 | \$10,328 | \$11,080 | \$63,486 | \$1,213,316 |
| Year 40 | \$16,352 | \$16,352 | \$10,640 | \$10,640 | \$11,414 | \$65,398 | \$1,278,714 |
| Total | \$320,335 | \$320,335 | \$207,588 | \$207,588 | \$222,870 | \$1,278,714 | |

| Year | Customer's Utility Savings and Rent Income | | |
|--------|--|--------------|-------------------------------|
| | Utility Bill Savings | Rent Revenue | Total Annual Customer Revenue |
| Year 1 | \$ 63,593 | \$ 250 | \$ 63,843 |
| Year 2 | \$ 64,803 | \$ 250 | \$ 65,053 |
| Year 3 | \$ 66,051 | \$ 250 | \$ 66,301 |
| Year 4 | \$ 67,930 | \$ 250 | \$ 68,180 |
| Year 5 | \$ 69,258 | \$ 250 | \$ 69,508 |

| | | | |
|---------|------------|--------|------------|
| Year 18 | \$ 93,320 | \$ 250 | \$ 93,570 |
| Year 19 | \$ 96,005 | \$ 250 | \$ 96,255 |
| Year 20 | \$ 98,117 | \$ 250 | \$ 98,367 |
| Year 21 | \$ 100,295 | \$ - | \$ 100,295 |
| Year 22 | \$ 103,187 | \$ - | \$ 103,187 |

| | | | |
|--------------|---------------------|-----------------|---------------------|
| Year 36 | \$ 145,668 | \$ - | \$ 145,668 |
| Year 37 | \$ 149,905 | \$ - | \$ 149,905 |
| Year 38 | \$ 153,555 | \$ - | \$ 153,555 |
| Year 39 | \$ 157,317 | \$ - | \$ 157,317 |
| Year 40 | \$ 161,900 | \$ - | \$ 161,900 |
| TOTAL | \$ 4,155,967 | \$ 5,000 | \$ 4,160,967 |

| Customer's Expenses | | |
|---|--|-----------------------|
| Energy Payment to Green ² Solar (subject to sales tax) | Insurance Expense & Maintenance Expense & Utility Fees | Total Annual Expenses |
| \$ (44,515) | \$ (900) | \$ (45,415) |
| \$ (45,362) | \$ (918) | \$ (46,280) |
| \$ (46,236) | \$ (936) | \$ (47,172) |
| \$ (47,551) | \$ (955) | \$ (48,506) |
| \$ (48,481) | \$ (974) | \$ (49,455) |

| | | |
|-------------|------------|-------------|
| \$ (65,324) | \$ (1,260) | \$ (66,584) |
| \$ (67,203) | \$ (1,285) | \$ (68,489) |
| \$ (68,682) | \$ (1,311) | \$ (69,993) |
| \$ - | \$ (5,145) | \$ (5,145) |
| \$ - | \$ (5,172) | \$ (5,172) |

| | | |
|-----------------------|---------------------|-----------------------|
| \$ - | \$ (5,608) | \$ (5,608) |
| \$ - | \$ (5,644) | \$ (5,644) |
| \$ - | \$ (5,680) | \$ (5,680) |
| \$ - | \$ (5,718) | \$ (5,718) |
| \$ - | \$ (5,756) | \$ (5,756) |
| \$ (1,110,419) | \$ (130,519) | \$ (1,240,939) |

| Annual Savings | |
|-------------------------------------|--|
| Total Annual Energy Expense Savings | Total Cumulative Annual Energy Expense Savings |
| \$ 18,428 | \$ 18,428 |
| \$ 18,773 | \$ 37,201 |
| \$ 19,129 | \$ 56,330 |
| \$ 19,674 | \$ 76,004 |
| \$ 20,053 | \$ 96,057 |

| | |
|-----------|------------|
| \$ 26,986 | \$ 402,885 |
| \$ 27,766 | \$ 430,651 |
| \$ 28,374 | \$ 459,025 |
| \$ 95,150 | \$ 554,176 |
| \$ 98,015 | \$ 652,190 |

| | |
|---------------------|--------------|
| \$ 140,060 | \$ 2,320,149 |
| \$ 144,261 | \$ 2,464,410 |
| \$ 147,874 | \$ 2,612,285 |
| \$ 151,599 | \$ 2,763,884 |
| \$ 156,144 | \$ 2,920,028 |
| \$ 2,920,028 | |

| Solar Array System Summary | | | | | |
|----------------------------|----------------|--------------------------|----------------|------------------|------------------------------|
| Site | Richfield High | Dual Language Elementary | Richfield STEM | Richfield Middle | System Sizing - All Projects |
| Solar Program | PVCredit | PVCredit | PVCredit | PVCredit | Total kW DC / kW AC |
| kW DC | 476 | 218 | 191 | 123 | 1008 |

| Net Annual Cashflow | | | | | Net Annual Cashflow | |
|---------------------|----------------|--------------------------|----------------|------------------|---------------------|------------|
| Year | Richfield High | Dual Language Elementary | Richfield STEM | Richfield Middle | Total | Cumulative |
| Year 1 | \$18,428 | \$8,318 | \$7,361 | \$4,766 | \$38,873 | \$38,873 |
| Year 2 | \$18,773 | \$8,474 | \$7,499 | \$4,854 | \$39,600 | \$78,473 |
| Year 3 | \$19,129 | \$8,635 | \$7,643 | \$4,946 | \$40,352 | \$118,825 |
| Year 4 | \$19,674 | \$8,882 | \$7,862 | \$5,087 | \$41,504 | \$160,330 |
| Year 5 | \$20,053 | \$9,053 | \$8,014 | \$5,184 | \$42,305 | \$202,635 |

| | | | | | | |
|---------|----------|----------|----------|----------|-----------|-------------|
| Year 18 | \$26,986 | \$12,192 | \$10,804 | \$6,973 | \$56,956 | \$850,089 |
| Year 19 | \$27,766 | \$12,546 | \$11,119 | \$7,175 | \$58,606 | \$908,695 |
| Year 20 | \$28,374 | \$12,821 | \$11,364 | \$7,332 | \$59,891 | \$968,585 |
| Year 21 | \$95,150 | \$43,342 | \$38,591 | \$24,702 | \$201,785 | \$1,170,371 |
| Year 22 | \$98,015 | \$44,648 | \$39,755 | \$25,447 | \$207,865 | \$1,378,235 |

| | | | | | | |
|--------------|--------------------|--------------------|--------------------|------------------|--------------------|-------------|
| Year 36 | \$140,060 | \$63,812 | \$56,874 | \$36,392 | \$297,139 | \$4,916,279 |
| Year 37 | \$144,261 | \$65,728 | \$58,583 | \$37,485 | \$306,057 | \$5,222,337 |
| Year 38 | \$147,874 | \$67,375 | \$60,056 | \$38,426 | \$313,731 | \$5,536,067 |
| Year 39 | \$151,599 | \$69,073 | \$61,574 | \$39,396 | \$321,643 | \$5,857,710 |
| Year 40 | \$156,144 | \$71,146 | \$63,423 | \$40,579 | \$331,291 | \$6,189,001 |
| Total | \$2,920,028 | \$1,328,492 | \$1,182,564 | \$757,917 | \$6,189,001 | |

Solar Education for Students

We offer our school customers a science-based module that engages students in the real work of STEM professionals to develop their understanding of solar energy, STEM careers, teamwork, design, and real-world issues.

Our module is aligned with future Minnesota State Standards, Next Generation Science Standards, and 21st Century Learning Frameworks.

Next Steps

Apply for and Secure Solar*Rewards Grant

- iDEAL will apply for and secure the Solar*Rewards Grant funding in 2021 for the Solar Rewards projects under the 2021 funding pool - DONE

Contract Negotiation

- Finalizing and executing contracts with the District in Q2 2021

Solar Array Construction

- Engineering, Interconnection Approval, Construction and Start Up in Fall 2021/Spring 2022



**GET IN
TOUCH!**

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5810 Nicollet Ave Minneapolis, MN 55419
P 612.928.5008

iDEALenergies.COM



Supplemental information documenting assumptions in this presentation are available upon request

Make Money. Save the Planet.™

NEW BUSINESS - FOR ACTION

Agenda Item VI.G.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, July 12, 2021

Subject: Donations

(Recommended by the Superintendent)

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

Richfield High School Career and Technical Education Department received donations of power tools through DonorsChoose.org. These tools were funded by donations from Jennifer Kotsmith Kraus, Cathy Theisen, Theresa Youngblom, and Panda Cares.

Richfield High School received a donation of \$5,828.50 from the Richfield Spartan Foundation for weight room turf.

The RPS General Fund received donations of \$25.00 from Michelle Burnside of Richfield and \$10.00 from Lisa Ferrara of Freehold, NJ.

A special donation to the **Richfield High School Scholarship Fund** was received in the amount of \$25,000.00 from the Richfield Spartan Foundation. This amount funds \$1,000 scholarships for the following 25 Richfield High School graduates:

Athena Award (Outstanding senior female athlete)
Isabella Jurewicz

Tom Spooner Award (Outstanding senior male athlete)
Ryan Miles

Top Scholar Award (Academic top 10%, leadership, community involvement)
Natalie Hanson
Jack Messerli-Wallace

Against All Odds Scholarship (Perseverance & determination through adversity)
Gina Cassellius
Ahna Christian (RHS Alumni Scholarship)
Allison Eggen
Sadia Khyber (Bill Davis Scholarship)
Giselle Morales-Balbuena (Technical/Community College Scholarship)

Alicia Nelson

Jacqueline Olea Rossano (First Generation Scholarship)

Livanna Pimentel Pinales (Technical/Community College Scholarship)

Brandon Portillo

Jeobani Reyes-Leon

Lucy Schuller (Steve Grindeland Scholarship)

Evelyn Vasquez Moreno (First Generation Scholarship)

Russ Schuveiller Scholarship (Outstanding athlete, scholar, and leader)

Abigail Kleist

Helen Nguyen

Bob Trepanier Scholarship (Dedication to RHS community)

Fametta Zubah

Athletic Scholarship (Top athlete and school leader)

Crystel di Grazia

Nicholas Eggen

Connor Hintz

Desmond Family Scholarship (To attend Normandale Community College)

Brianna Boykins

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

Nicholas Widerholt

Kron Family Scholarship (To continue athletic career in college)

Ryan Odefey