

SUPERINTENDENT'S REPORT AND AGENDA

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

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

Monday, August 17, 2020
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. Fall Planning Update
 - 2. Open Enrollment Policy
- IV. CONSENT AGENDA
 - A. Routine Matters
 - 1. Minutes of the regular meeting held August 3, 2020
 - 2. General Disbursements as of 8/17/20 in the amount of \$3,062,743.62
 - 3. Board Secretary Approval
 - B. Personnel Items
- V. OLD BUSINESS
 - A. Policy 411 - Local and Out-of-State Travel
 - B. Policy 710 and Administrative Guideline 710.1 – Petty Cash Fund
 - C. Policy 712 and Administrative Guideline 712.1 – Credit Card Usage
 - D. Policy 742 and Administrative Guideline 742.1 – Student Transportation
- VI. NEW BUSINESS
 - A. Mandatory Policy Review

1. Policy 410 - Mandated Reporting of Maltreatment in Vulnerable Adults
2. Policy 409 and Administrative Guideline 409.1 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse
3. Policy 506 – Student Sex Nondiscrimination
4. Policy 541 and Administrative Guideline 541.1 - Student Behavior

B. Centennial Elementary - Change Order #009

C. Sheridan Hills Elementary - Changes Orders #005 - #010

D. Richfield STEM School - Change Order #024

E. Richfield Middle School - Change Order #003

F. Richfield High School - Change Orders #027 - #030

G. Donations

VII. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Future Meeting Dates

9-8-2020 7:00 p.m. Regular Board Meeting

9-21-2020 7:00 p.m. Regular Board Meeting - Public Comment

D. Suggested/Future Agenda Items

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

IX. REOPEN MEETING

X. ADJOURN REGULAR MEETING

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

Agenda Item III.B.1.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: Superintendent Update – Fall Planning

(Superintendent provides this information on the 2020-2021 school year fall plan.)

The Minnesota Department of Education has provided guidelines for choosing a model to start the school year that is based on the number of cases in the county. This guideline indicates that Richfield Public Schools can appropriately begin the 2020-2021 school year with hybrid learning for all students. A strong hybrid model will reduce the number of students in buildings each day, keep students in “pods,” allow flexibility to prioritize the youngest learners for in person time, and retain some amount of distance learning for all students, which supports a smooth transition back to a full distance model if needed.

Over the summer we have been planning how to safely reopen school buildings, how to structure different learning models, and how to prepare for smoothly transitioning between learning models throughout the school year. Fifteen planning teams with members from a wide range of bargaining units have met throughout the summer, and plans have been finalized by district and school leadership for starting the school year.

RPS' hybrid model for elementary schools will bring K-2 students into the buildings 4 days per week. Grades 3-5 will attend in person 2 days per week with one group on Mondays and Tuesdays and the other on Thursdays and Fridays. When in person, students will stay with their class group for the entire day, including specialist time, lunch, and recess. When these students are not attending school in person, they will participate in distance learning with both synchronous and asynchronous pieces. Elementary students who have selected distance learning every day will be enrolled in separate classes taught by elementary teachers working as distance educators. Childcare will be provided at no cost for RPS students of Tier 1 essential workers (which now includes educators) on days when they are not attending in person school. This will take the form of a supervised learning environment where students can access their distance learning with staff support.

RPS' hybrid model for middle school and high school will bring students into the buildings 1 day per week. On Mondays, 6th grade and half of 8th grade will attend in

person. On Tuesdays, 9th, 11th and half of RCEP will attend in person. On Wednesdays, 7th grade and the other half of 8th grade will attend in person. And on Thursdays, 10th, 12th, and the other half of RCEP will attend in person. On their in person day, secondary students will have the opportunity to participate in social/emotional groups, activities, individual lessons, etc. and receive academic and organizational support from their advisors. Students will stay within their advisory “pod” groupings as much as possible. At the secondary level, all academic content courses will be taught through distance learning, and the plan also includes daily synchronous advisory time. Secondary students who have opted into full distance learning will participate in online courses alongside their peers. They will be assigned to advisory groups led by teachers who are working as distance educators.

When in person, all students and staff will follow state recommended safety guidelines, such as wearing masks when indoors, keeping social distancing of 6 feet at all times, using additional PPE as needed, cleaning spaces daily and high touch surfaces more often, and screening themselves for illness before entering school buildings. RPS has worked diligently throughout the summer to create a stock of cleaning materials, PPE, and other necessary devices used to support student and staff safety. School buildings are being prepared with classroom floor plans with appropriately distanced desks, signage throughout the buildings, and the addition of hand sanitizing stations. Teachers will be provided with a cleaning spray to use on classroom surfaces, and students will be taught routines to assist with the cleaning processes. Custodians will disinfect surfaces, vacuum floors, and empty hallway receptacles at the end of each day along with enhanced additional cleaning of surfaces during the day. Non-essential items will be removed from classrooms, both to increase space for distancing and to exclude items that are more difficult to disinfect.

In order to allow for social distancing, all buses will limit capacity with reduced seating and will fill from the back to the front. Additionally, buses will be cleaned between each route. Unfortunately, we are not able to accommodate quite as many students on our buses as we have in recent years, so we are recommending the board approve a change to our transportation policy. This will replace bus service to areas that have hazardous street crossings within a mile from school buildings with crossing guards to facilitate students safely walking across those streets instead. This also means that school start times will be updated to accommodate time for cleaning between transportation tiers. At this time, we expect that Centennial and R-STEM will start at 7:30 am, Sheridan Hills and RDLS at 8:15 am, and RMS and RHS at 9:00 am. Once we complete final routing, further adjustment may need to occur prior to the start of school.

Teachers will monitor students and refer them to the nurse/health assistant if symptoms of illness are present. If a student is determined to be showing possible signs of COVID, they will wait in a separate room from other students until their parent/guardian can pick them up from school. Our health staff have created several guiding documents that follow CDC and MDH procedures. These documents provide RPS staff with step-by-step information on what to do in a variety of scenarios regarding COVID-like symptoms, positive or negative COVID test results, etc.

Our plan for the start of the school year is to begin with one week of distance learning for all. During this week, all families will be encouraged to participate in individual conferences with their students' teachers. This will allow for parent education on the hybrid structure and supporting their students during distance learning at home, as well as time for logistical needs such as materials distribution and informing families about their transportation. These first week conferences will also be an opportunity for families to share with their students' teachers about their individual needs and concerns for the school year.

On 9/14/20, we will begin the hybrid model as described above. This model is designed so that it can easily transition to a fully distanced model at a moment's notice. This could mean that one class or pod switches to distance learning for 14 days if a positive case is identified within that group, or that the entire district moves to a distance model if cases increase to a certain level within the county. Any move to a model that involves more in person time than this current hybrid will be planned in advance with a further update to the Board.

Attachments

1. Fall Planning Presentation
2. Table of Contents for Informational Packet
3. Informational Packet

Enriching and accelerating learning



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Fall 2020 Planning

Enriqueciendo y acelerando el aprendizaje

- Even in hybrid and in person models, distance learning is still available

| Number of cases per 10,000 over 14 days, by county of residence | Learning model |
|---|--|
| 0-9 | In-person learning for all students |
| 10-19 | In person learning for elementary students; hybrid learning for secondary students |
| 20-29 | Hybrid learning for all students |
| 30-49 | Hybrid learning for elementary students; distance learning for secondary students |
| 50+ | Distance learning for all students |

Our Planning Process

- Core Team-Leaders of 15 teams examining and planning options
- Planning Teams-Team members from a wide range of bargaining units
- Working toward the most effective student learning and activity programs in a structured, safe school/distance environment
- The teams were:
 - Elementary – led by the 4 principals, supported by teacher reps
 - Secondary – led by principals, assistant principals, & secondary director, supported by teacher reps
 - MLL – led by Dr. Willhite, supported by teacher reps
 - Special Ed – led by Dr. Mobley, supported by teacher reps + a support staff rep
 - Student Support – led by C. Gonzalez, S. Miziorko, S. Flucas, J. Cook, M. Shahsavand, supported by teacher reps + support staff reps
 - Early Learning – led by P. Burrage & C. McNaughton-Commers, supported by teacher reps
 - Q-comp – led by N. Stachel & L. Negus, supported by teacher reps
 - Activities – led by J. Ellerson & D. Boie, supported by teacher reps
 - Operations – led by L. Negus, M. Manning, S. Haug, D. Kretsinger, supported by teacher reps + support staff reps
 - After School – led by C. McNaughton-Commers, C. Mahoney, J. Cook, Dr. Willhite, S. Flucas, supported by teacher reps + support staff reps
 - Technology – led by C. Klinge, supported by teacher reps
 - Professional Development – led by Dr. Clarkson & Dr. Daniels, supported by teacher reps
 - Education Richfield – led by M. Harris
 - Management Team – led by Superintendent Unowsky
 - Cabinet team – led by Superintendent Unowsky

- Offered to families as a choice, regardless of district learning model
- Families who choose this will be asked to commit for a grading period
- New and improved distance learning model that will be very different from the program provided last spring.
 - All students will receive at least some “synchronous learning.” This means there will be live lessons taught by their teacher(s) in real-time. All synchronous lessons will be recorded so that a student could watch it later if they missed the live instruction.
 - Pre-recorded lessons will also be offered for certain times of the day.
 - Small group online discussions will be part of some classes, especially for upper grades.

In Person-Using Hybrid Safety Precautions



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Maintain 50% capacity in the classroom (approximately 17 students).

Includes: social distancing, regular cleaning and other safety protocols, which include but are not limited to:

- All high-touch surfaces are regularly disinfected throughout the day.
- Students are seated six feet from one another in the classroom and students who cannot be seated six feet from one another will be separated by a clear partition.
- Students and staff regularly wash hands with soap and water.
- Hand sanitizer is provided in each classroom and frequently used.
- All students and staff will wear masks.

In Person/Hybrid And State Guidelines



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Required for In-Person and Hybrid Learning

- ☐ Masking Policy
- ☐ PPE for direct support student services
- ☐ Build routines of hygiene education & practices
- ☐ Daily cleaning and frequent cleaning of high touch surfaces throughout the day
- ☐ Building level COVID-19 program coordinator, with optional student counterpart
- ☐ Limiting nonessential visitors/volunteers/external groups
- ☐ Discontinue large gatherings/activities that do not allow for social distancing
- ☐ Monitoring and excluding for illness

Required for Hybrid Learning

- ☐ Social distancing of 6 feet at all times in school buildings
- ☐ School facilities at 50% capacity
- ☐ Transportation at 50% capacity
- ☐ Sufficient staffing levels to meet the requirements of the model

- Reduces number of students in buildings each day
- Keeps students in “pods”
- Prioritizes youngest learners for in person time
- Incorporates some amount of distance learning for all students, which smooths a possible transition back to full distance if needed

Hybrid for Elementary

- K-2 students attend **in person** 4 days per week (Mon, Tues, Thurs, Fri)
- Grades 3-5 attend **in person** 2 days per week (Mon, Tues OR Thurs, Fri)
- K-2 students **distance** learning 1 day per week (Wed)
- Grades 3-5 **distance** learning 3 days per week (Mon-Wed OR Wed-Fri)
- Elementary students who have selected distance learning every day will be taught by elementary teachers working as distance educators.
- Childcare will be provided for RPS students of Tier 1 essential workers (which now includes educators) on days when they are not attending in person school. This will take the form of a supervised learning environment where students can access their distance learning with staff support.

Hybrid for Secondary

- All secondary students attend in person 1 day per week
- In person time prioritizes social/emotional groups, activities, music lessons, science labs, academic & organizational support from advisory teacher, etc.
- All academic content courses taught through distance learning
- Includes daily synchronous advisory time
- Secondary students who have opted into full distance learning will participate in online courses alongside their peers. They will be assigned to advisory groups led by teachers who are working as distance educators.

Middle School Specifics



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- 15-18 students assigned to a teacher advisor (check & connect group)
- Time built in for teachers to communicate with families
- All 6th grade attends on Mondays
- All 7th grade attends on Wednesdays
- 8th grade split between Mondays & Wednesdays to provide student leadership

| Distance | Hybrid |
|--|--|
| Everyday Check and Connect Community Building | Everyday Check and Connect Community Building |
| 2 Days Scheduled Synchronous Instruction | 2 Days Scheduled Synchronous Instruction |
| 1 Day Virtual Advising (Check and Connect Group) -Group and Individual Advising -CCR Lessons -MH Support -SEL Groups | 1 Day In person Advising (Check and Connect Group is the POD that they stay with) Group and Individual Advising -CCR Lessons -MH Support -SEL Groups 6th Grade & 8th Grade Last Name A-L (Mondays) 7th Grade & 8th Grade Last Name M-Z (Wednesdays) Afternoon Groups-student government, physical activities, social/emotional learning, etc. |
| 2 Days Asynchronous Learning | 2 Days Asynchronous Learning |

High School Specifics

- 9th and 11th grades in the building together
- 10th and 12th grades in the building together
- Examining the feasibility of an option for students to attend distance learning support in the building on Fridays

| Distance | Hybrid |
|---|--|
| Everyday Check and Connect Community Building | Everyday Check and Connect Community Building |
| 2 Days Scheduled Synchronous Instruction | 2 Days Scheduled Synchronous Instruction |
| 1 Day Virtual Advising (Check and Connect Group) -Group and Individual Advising -CCR Lessons -MH Support -SEL Groups Grade 9 and 11 (Tuesdays) | 1 Day In person Advising (Check and Connect Group is the POD that they stay with) Group and Individual Advising -CCR Lessons -MH Support -SEL Groups Grade 10 and 12 (Thursday) PM Groups-Student Government, Beacons, Etc |
| 2 Days Asynchronous Learning Grades 9 and 11 Thursday and Friday | 2 Days Asynchronous Learning Grades 10 and 12 Tuesday and Friday |
| 1 Day content specific synchronous support | 1 Day content specific synchronous support |

- In person 1 day per week – either Tuesday or Thursday
- Synchronous time in the afternoons
- Morning asynchronous time allows teachers to pull data and make adjustments before synchronous time as they check work progress and attendance
- Allows for late night work schedules and those who work through the night
- Allows for older siblings to get younger siblings ready for the day or help them with their schooling 2-3 times a week

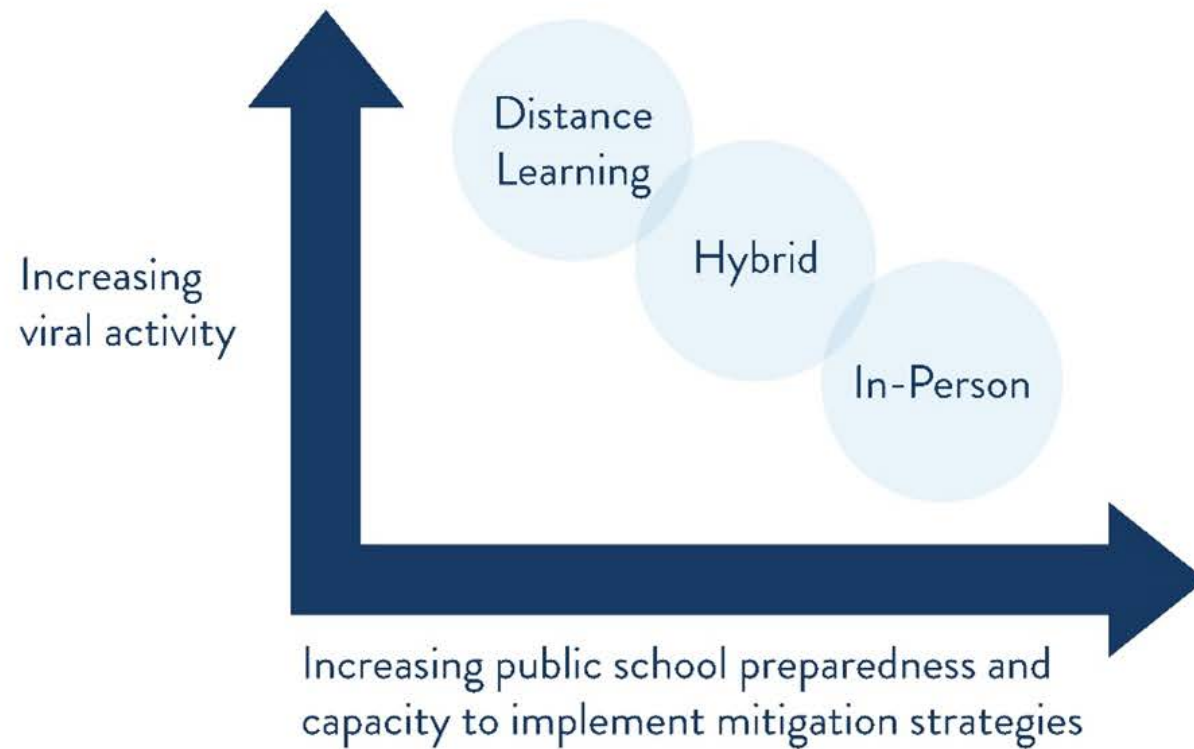
Which students would be in buildings on any given hybrid day?

| | Mon | Tues | Wed | Thurs | Fri |
|--------------------|---|---|------------------------------|---|---|
| Elementary Schools | K-2 3-5A + Essential childcare (3-5B) | K-2 3-5A + Essential childcare (3-5B) | Essential childcare (K-5) | K-2 3-5B + Essential childcare (3-5A) | K-2 3-5B + Essential childcare (3-5A) |
| Middle School | 6 8A | | 7 8B | | |
| High School | | 9 11 | | 10 12 | |
| RCEP | | Group A | | Group B | |

Of course, these groups do not include students whose families have signed them up for full distance learning.

- Buses will fill back to front, and masks will be required
- Buses will be cleaned between each route
- We are only able to accommodate an average of 22 students per bus due to social distancing requirements
- In order to make this work, we have to make two changes to bus service:
 - We will no longer provide bus service to students who live within a mile of school but have to traverse a hazardous street crossing – we will provide safety patrol instead
 - We have to change school start times:
 1. 7:30 am: Centennial & R-STEM
 2. 8:15 am: Sheridan Hills & RDLS
 3. 9:00 am: RMS & RHS

Our Decision Process – State Guidance

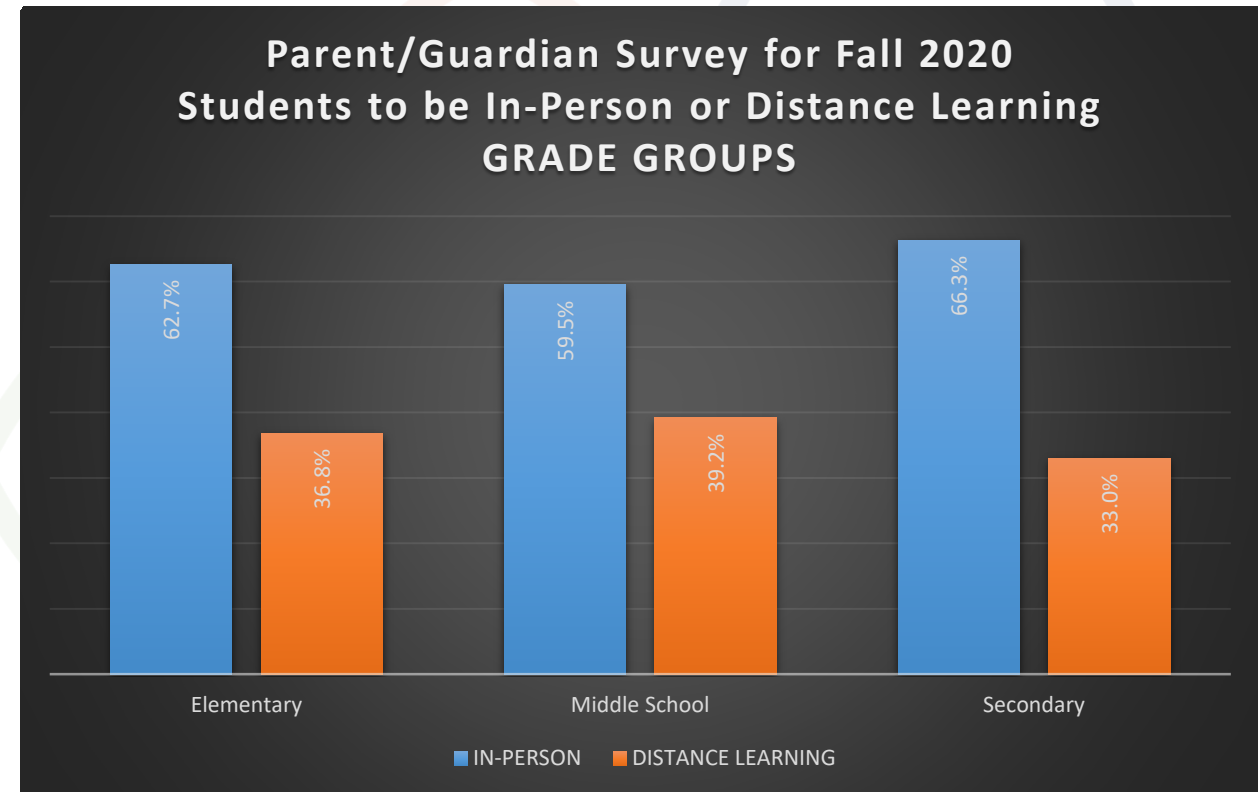
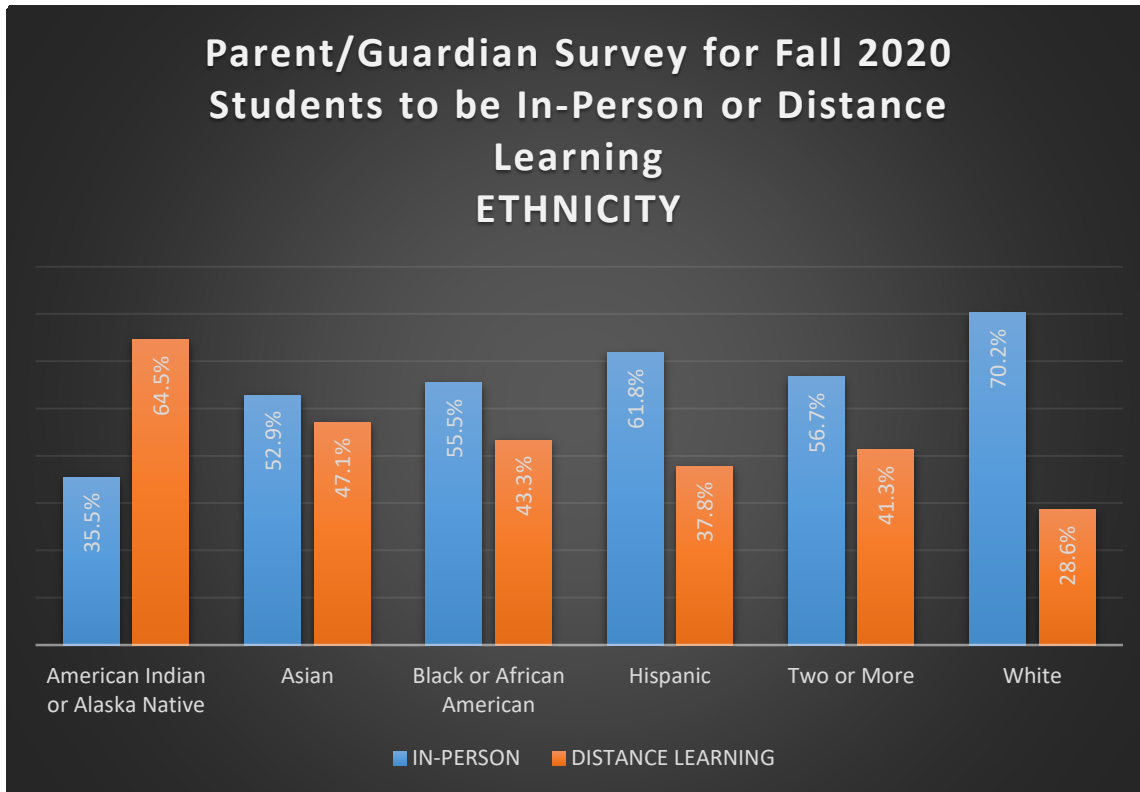


Our Decision Process – Survey Feedback

- Surveys sent to all Richfield Public Schools families and staff
- Working toward 100% participation – outreach teams and school secretaries have been working hard to connect with all families!
- Asks for learning model preferences and student learning location preferences
- Identifies food, transportation, and support needs

Family Survey Response Analysis

Preference for full distance learning (orange) vs. any amount of in person learning (blue):



Preferred Enrollment

3,242 responses

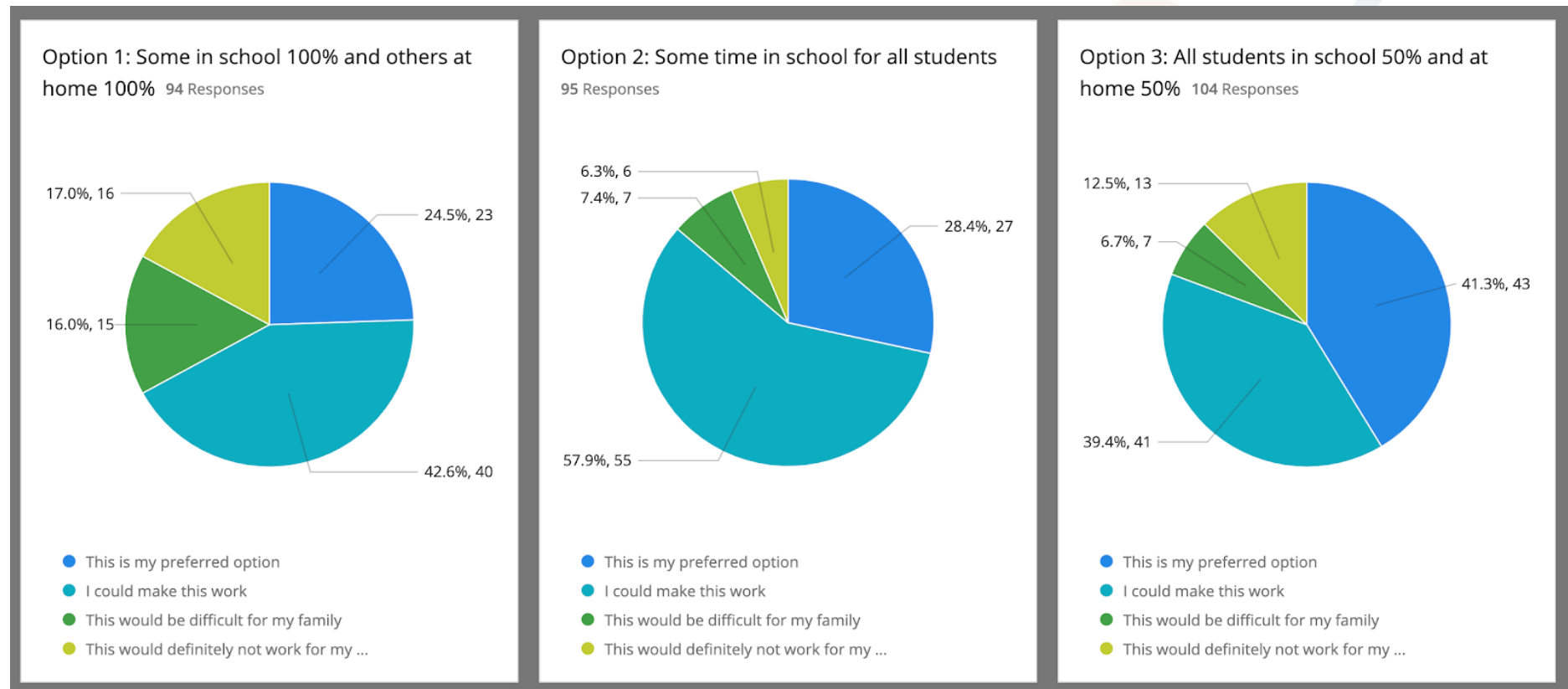
- I would like my child to attend school in-person as much as possible. 1,086 (33%)
- I would like my child to attend school in-person part time and learn online part time. 942 (29%)
- I want my child to participate online full time. 1,185 (37%)
- I do not plan to enroll my child in RPS this fall. 29 (less than 1%)

● In-person ● Hybrid ● Online ● Not in RPS



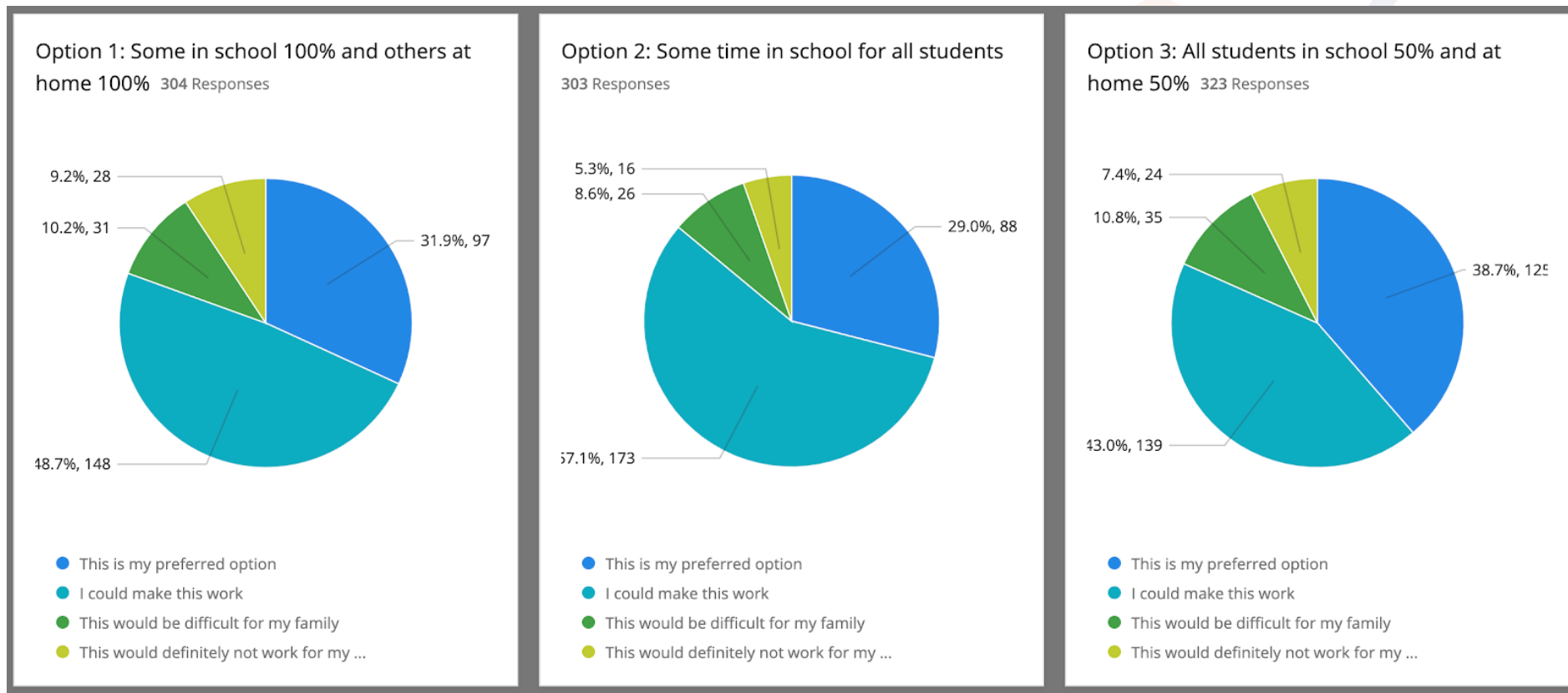
Hybrid Learning Model

In-Person Learning: Black/African American



Hybrid Learning Model

In Person Learning: Latinx



| | PK-2 | 3-5 | 6-12 |
|-------------------------|-----------|-----------|-----------|
| Busy Streets Acceptable | 171 (59%) | 110 (51%) | 303 (56%) |
| Busy Streets OK | 81 (28%) | 73 (34%) | 142 (26%) |
| Busy Streets No | 38 (13%) | 31 (14%) | 92 (17%) |
| Walk Zone Acceptable | 118 (41%) | 72 (35%) | NA |
| Walk Zone OK | 93 (32%) | 67 (33%) | NA |
| Walk Zone No | 79 (27%) | 67 (33%) | NA |

Eliminate Crossing Busy Streets (1,052)

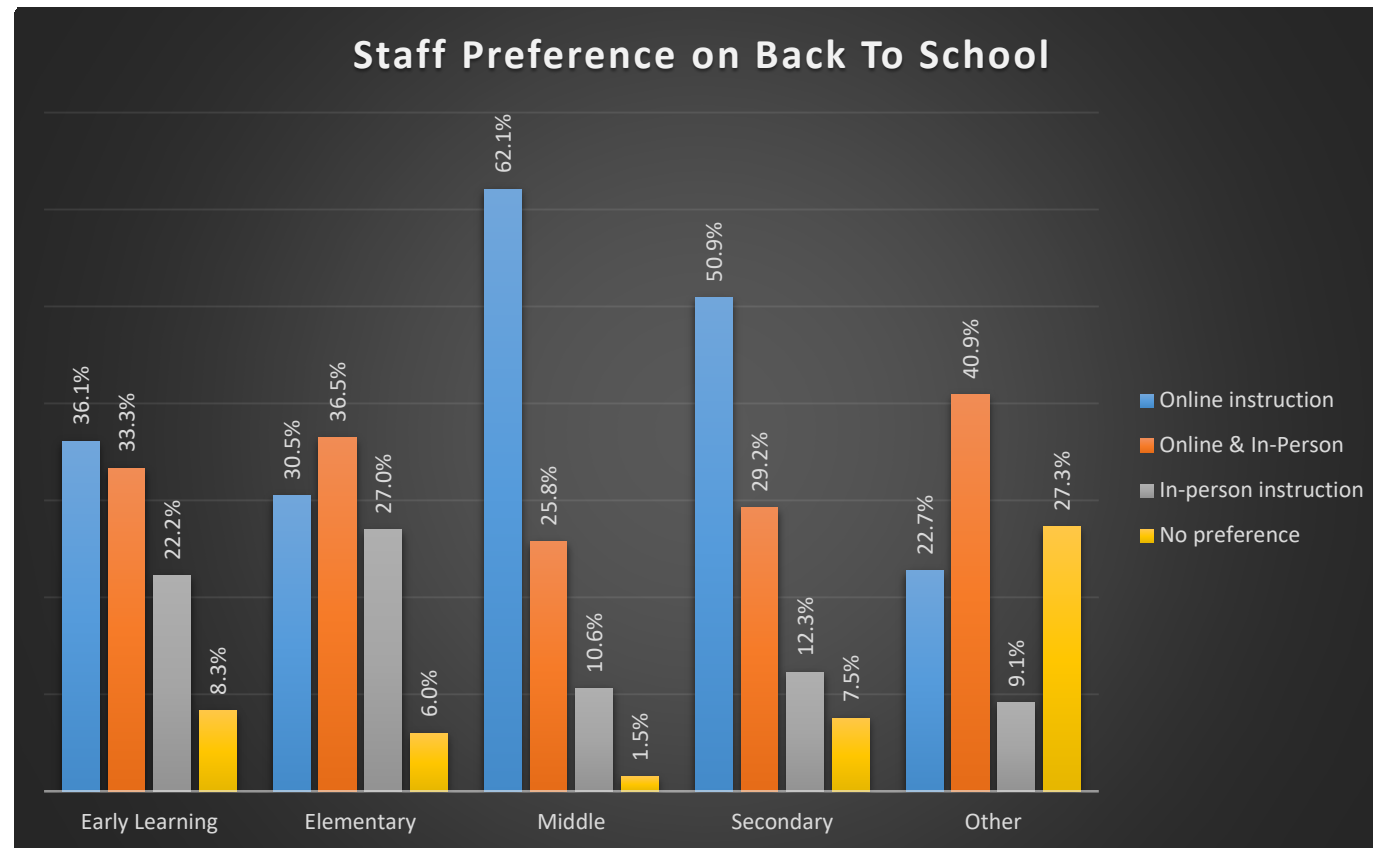
- Acceptable Solution: 591 (56%)
- OK, Not Ideal: 300 (29%)
- No: 161 (15%)

Expand the Walk Zone (1,024)

- Acceptable Solution: 423 (41%)
- OK, Not Ideal: 288 (28%)
- No: 313 (31%)

Staff Survey Response

What is your preference for teaching this fall?



Recommendation for start of school

- Start with one week of distance learning and individual family conferences. This will replace the typical fall open house.
- Hybrid model starting on 9/14
- May need to move back to a full distance model if COVID cases increase
- Any specific class or pod of students is ready to move to distance model at any time if a positive COVID case is identified in that group
- Moving to a less restrictive model (such as fully in person), when safe to do so, will be planned in advance

Enriching and accelerating learning



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Questions/Comments

Enriqueciendo y acelerando el aprendizaje

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

Agenda Item III.B.1.2.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: Fall Planning Informational Packet

Attached are draft materials and resources used in the planning for the launch of school. These documents are not currently in publishable/finalized formats, but are being shared publically to update the board and community on the work of the planning teams. Upon completion of the board meeting on August 17th, we will begin finalizing our official “Back-to-School Safely Plan” to be published according to state guidelines on or prior to August 25th.

Attachments

Academics:

1. Family hybrid model preferences
2. Elementary Hybrid Model
3. Sample Elementary Schedule
4. Elementary Tiered Interventions
5. PreK Fall Plan
6. Secondary Hybrid Model
7. RMS Distance & Hybrid Student Schedules
8. RMS Details for Advisory/In Person Day
9. RHS Student Schedules
10. RHS Teacher Schedules
11. RCEP Models
12. SEL Plan
13. EL Distance Learning Plan
14. LIEP Distance Plan
15. Special Education Summary
16. SPED Decision Making Scale
17. Q-Comp Planning
18. Instructional Technology Plan
19. Fall Sports Seasons
20. MSHSL Notice
21. After School Planning
22. RHS Athletics & Activities

Operations

1. Administrator's Guide for Managing COVID-19
2. MDH Fall Planning Guide
3. Anchoring our work during COVID
4. COVID Decision Tree
5. MDH COVID Decision Tree
6. COVID Reporting
7. Employee Guide for COVID Exposure
8. Social Distancing
9. COVID Program Coordinator
10. Guide to Choosing PPE
11. Health Training Resources
12. Busing Plan
13. Facilities Fall Planning
14. Facilities Cleaning Procedures
15. School Occupant Loads
16. Typical Classroom Plan
17. Planning Team Members

Preferred Enrollment

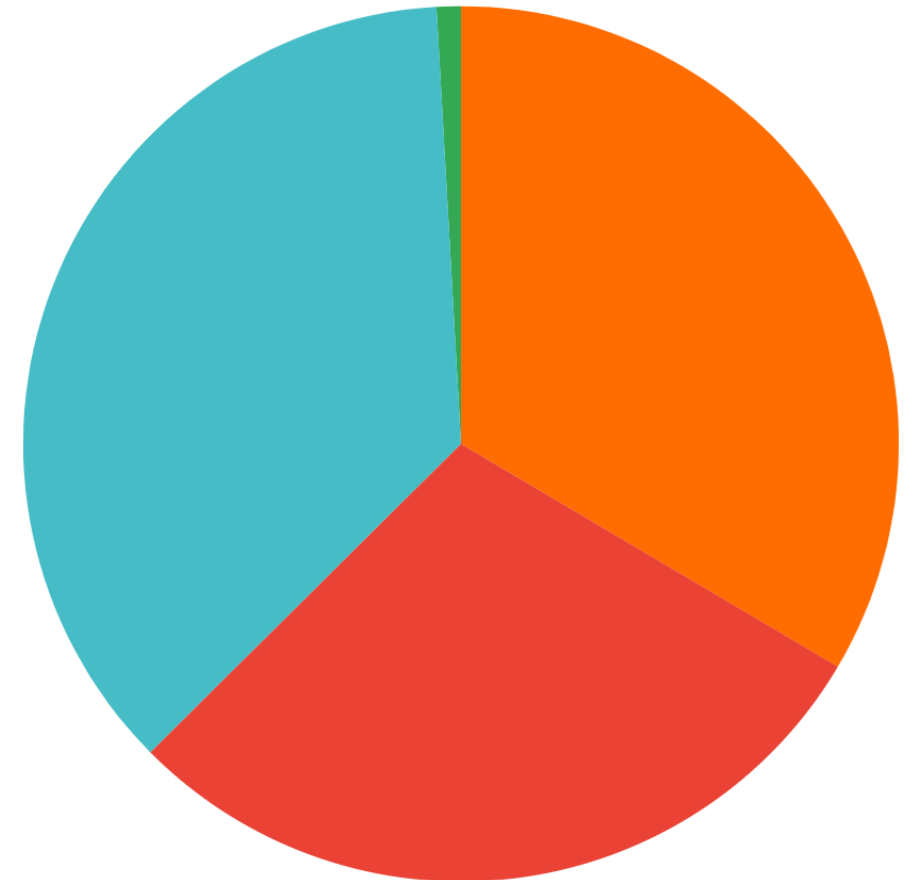


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3,242 responses

● In-person ● Hybrid ● Online ● Not in RPS

- I would like my child to attend school in-person as much as possible. 1,086 (33%)
- I would like my child to attend school in-person part time and learn online part time. 942 (29%)
- I want my child to participate online full time. 1,185 (37%)
- I do not plan to enroll my child in RPS this fall. 29 (less than 1%)



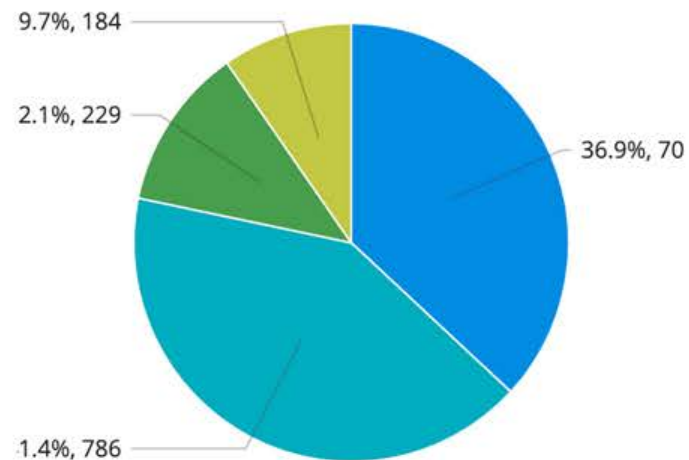
Hybrid Learning Model



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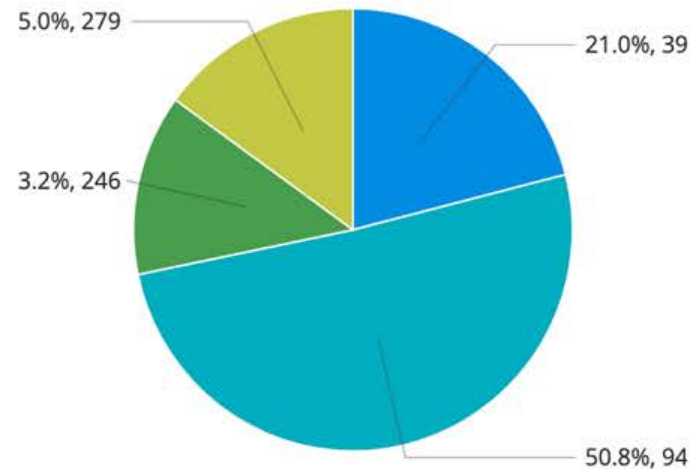
All respondents

Option 1: Some in school 100% and others at home 100% 1,900 Responses



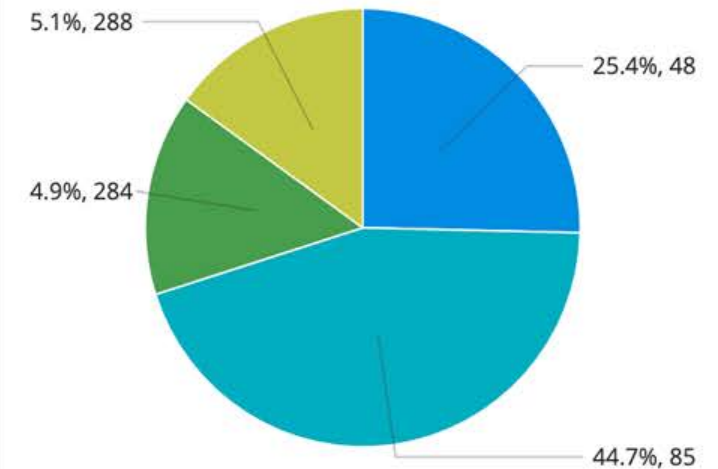
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my...

Option 2: Some time in school for all students 1,859 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my...

Option 3: All students in school 50% and at home 50% 1,912 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my...

All of the following slides have filtered out the families who want their children in distance learning.

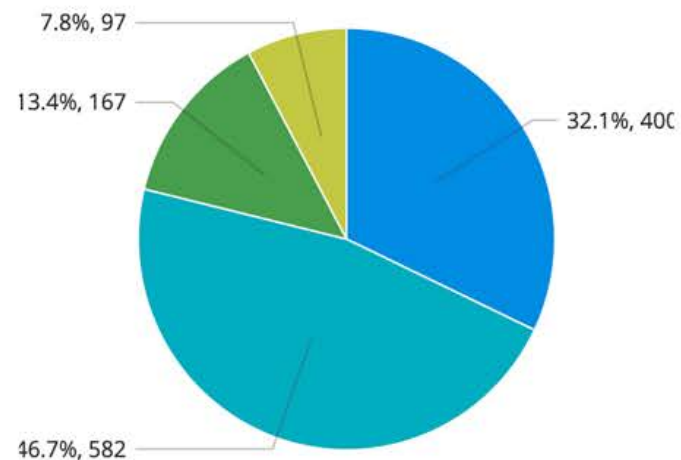
Hybrid Learning Model



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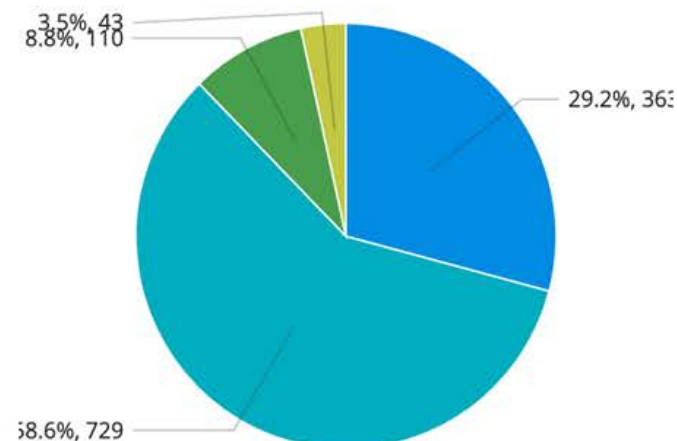
Only Those Interested in In-Person Learning

Option 1: Some in school 100% and others at home 100% 1,246 Responses



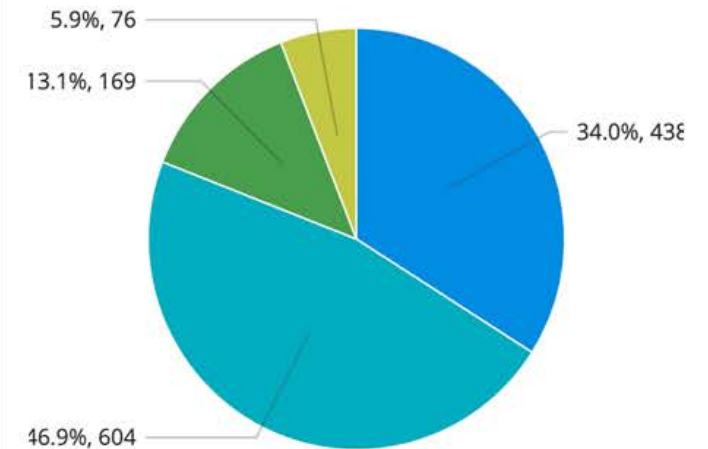
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my family

Option 2: Some time in school for all students 1,245 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my family

Option 3: All students in school 50% and at home 50% 1,287 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my family

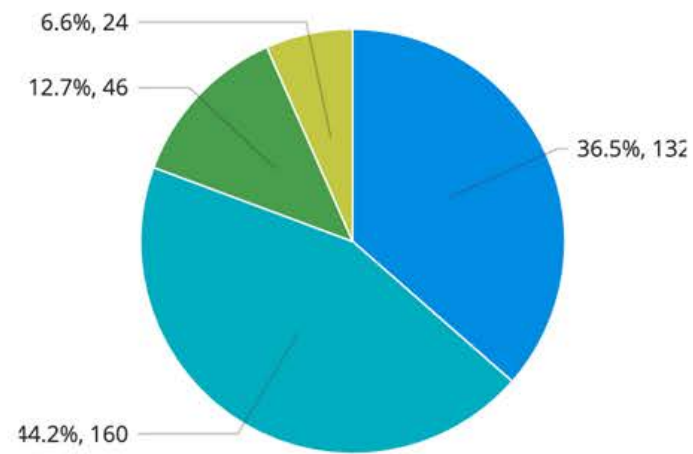
Hybrid Learning Model



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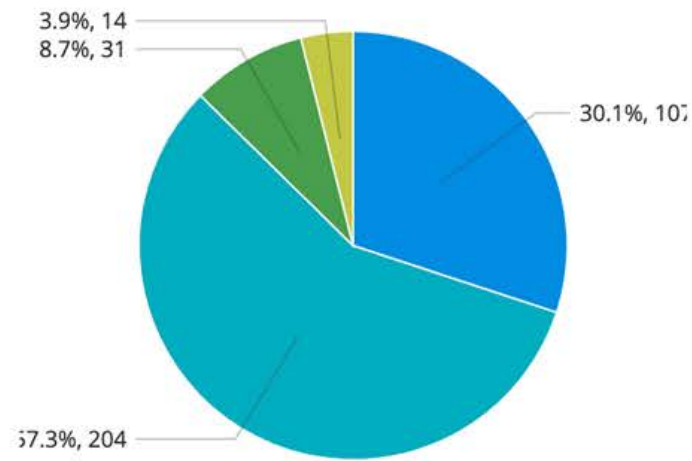
In-Person Learning: PK-2

Option 1: Some in school 100% and others at home 100% 362 Responses



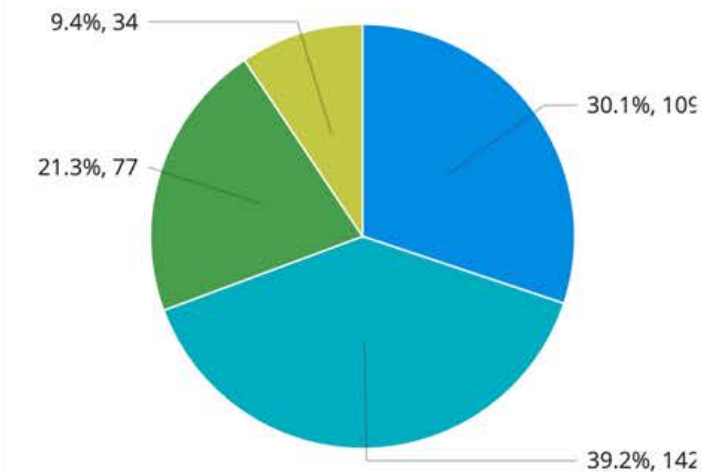
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 2: Some time in school for all students 356 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 3: All students in school 50% and at home 50% 362 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

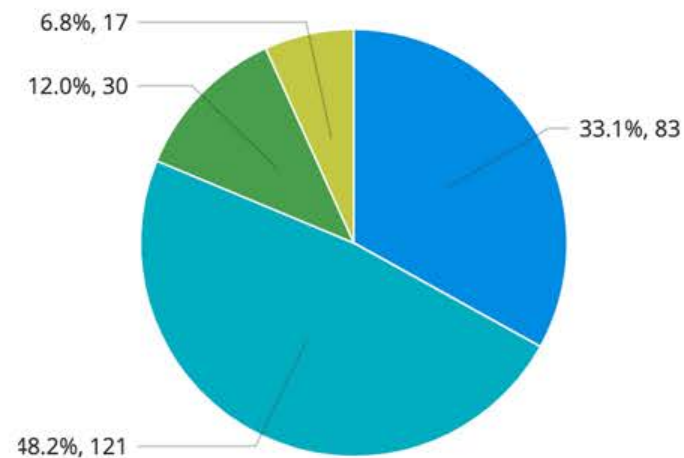
Hybrid Learning Model



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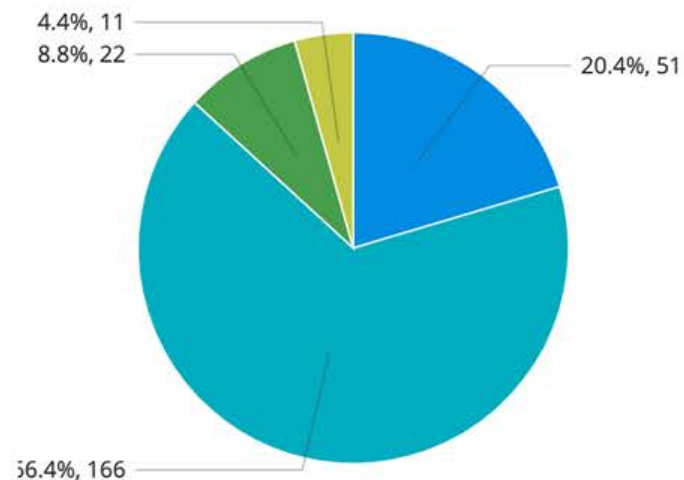
In-Person Learning: 3-5

Option 1: Some in school 100% and others at home 100% 251 Responses



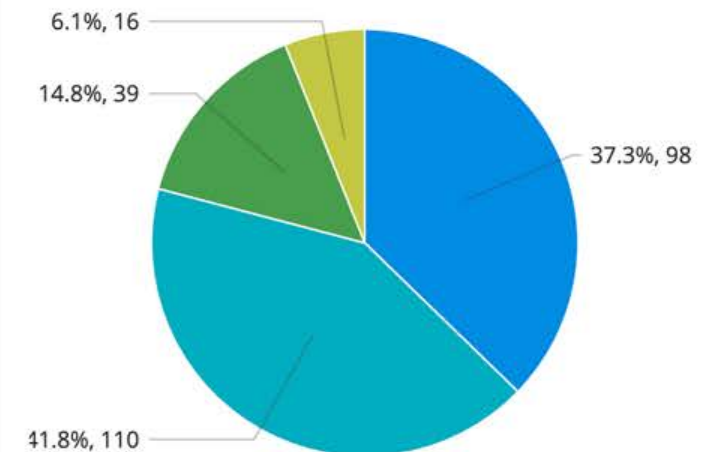
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 2: Some time in school for all students 250 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 3: All students in school 50% and at home 50% 263 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

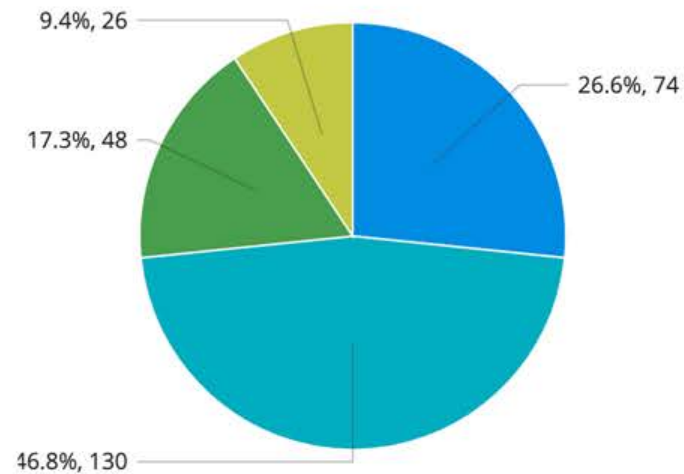
Hybrid Learning Model



RICHFIELD
PUBLIC SCHOOLS

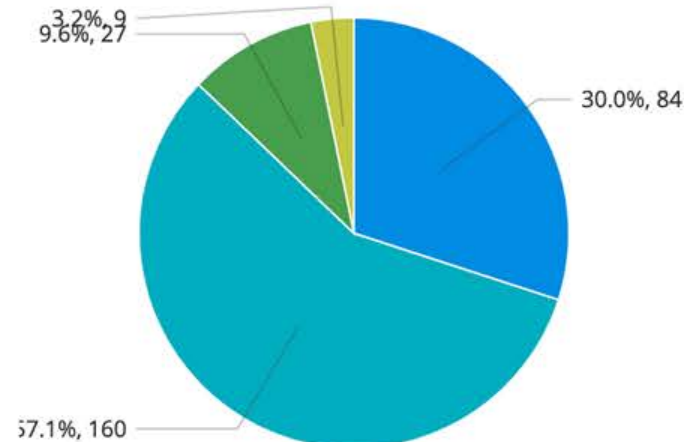
In-Person Learning: 6-8

Option 1: Some in school 100% and others at home 100% 278 Responses



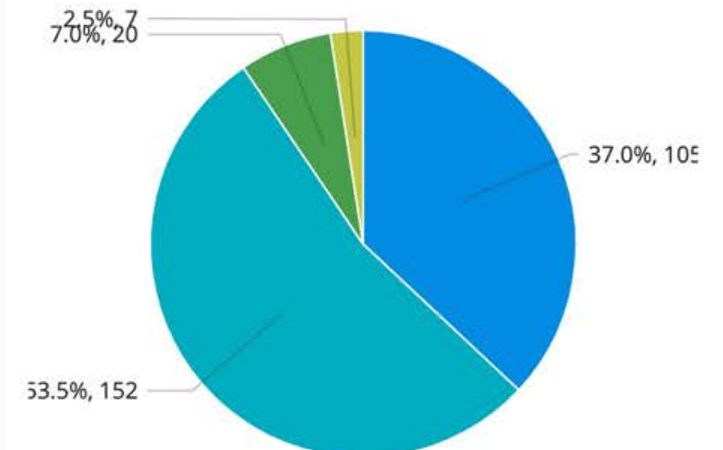
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 2: Some time in school for all students 280 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 3: All students in school 50% and at home 50% 284 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

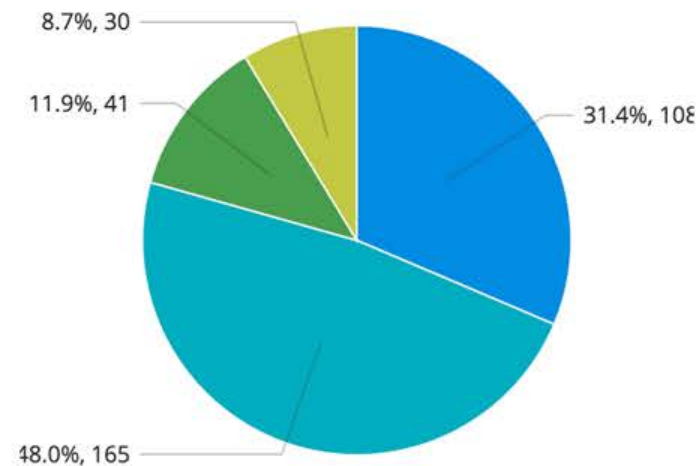
Hybrid Learning Model



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PUBLIC SCHOOLS

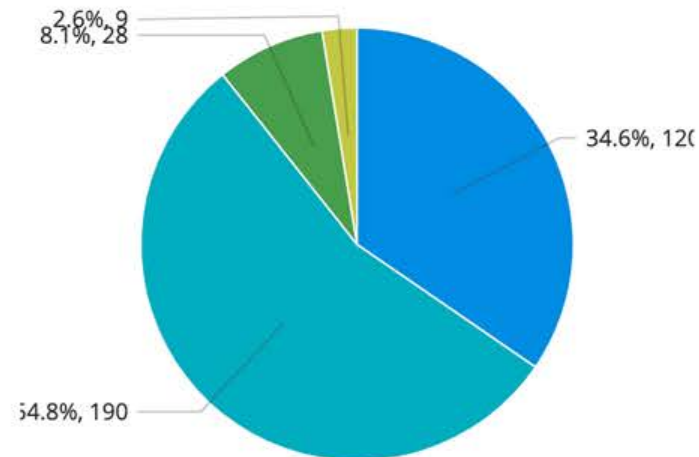
In-Person Learning: 9-12

Option 1: Some in school 100% and others at home 100% 344 Responses



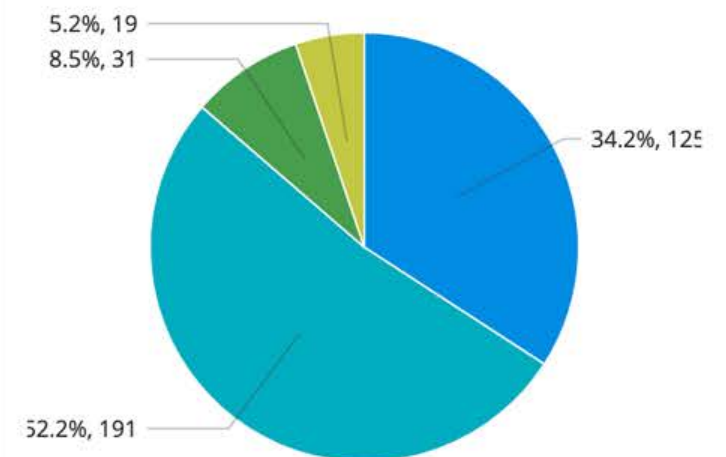
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 2: Some time in school for all students 347 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 3: All students in school 50% and at home 50% 366 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

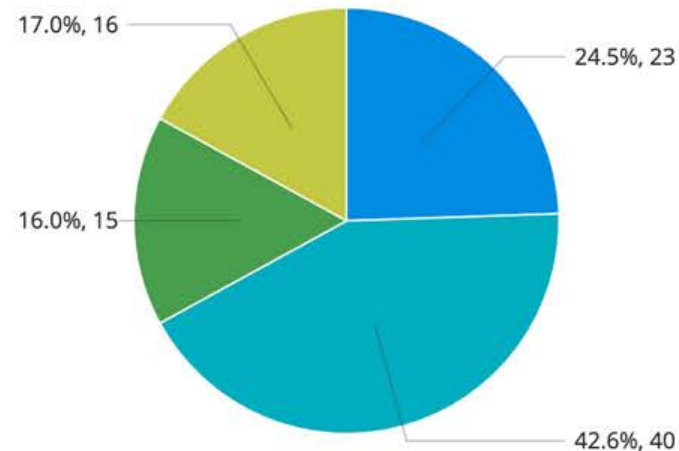
Hybrid Learning Model



RICHFIELD
PUBLIC SCHOOLS

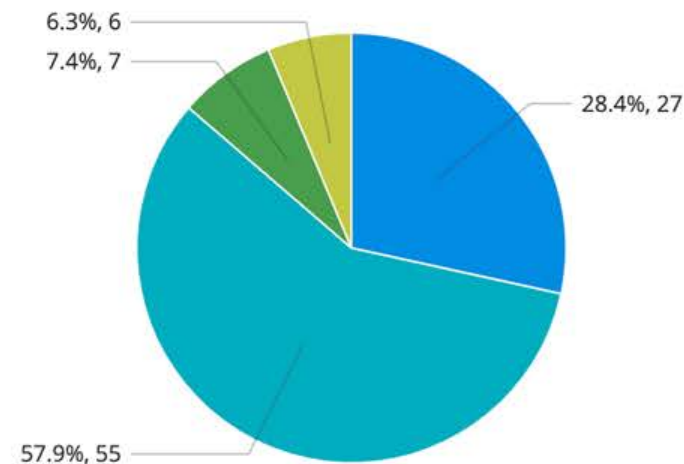
In-Person Learning: Black/African American

Option 1: Some in school 100% and others at home 100% 94 Responses



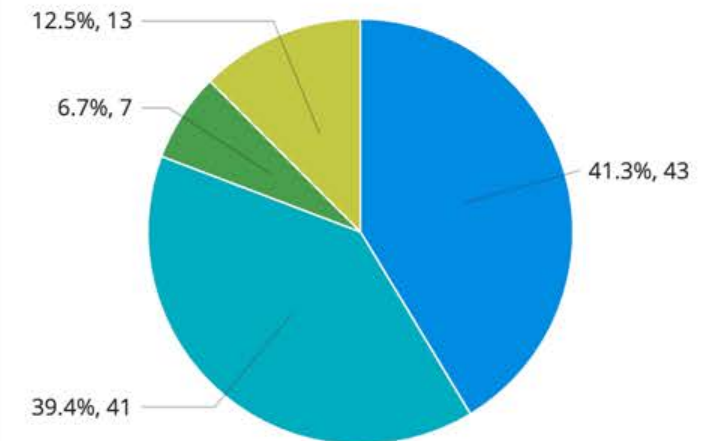
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 2: Some time in school for all students 95 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 3: All students in school 50% and at home 50% 104 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

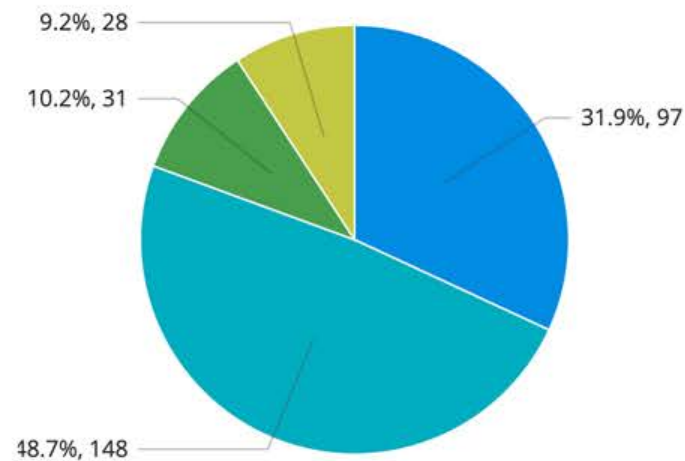
Hybrid Learning Model



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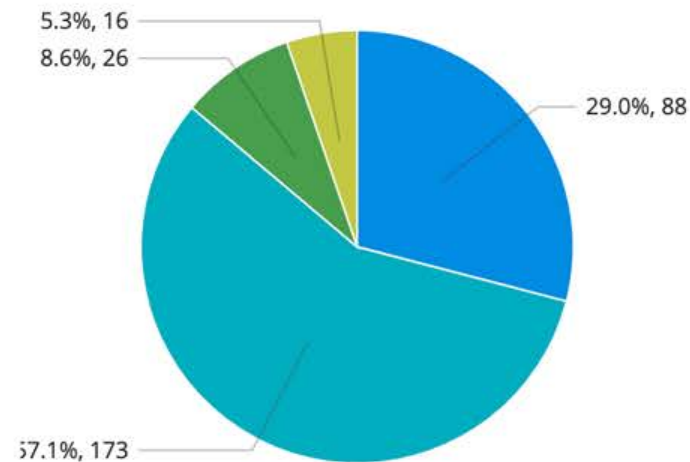
In-Person Learning: Latinx

Option 1: Some in school 100% and others at home 100% 304 Responses



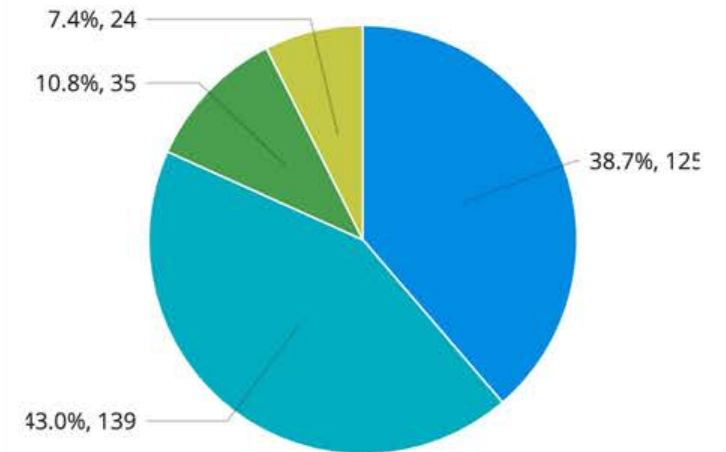
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 2: Some time in school for all students 303 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 3: All students in school 50% and at home 50% 323 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

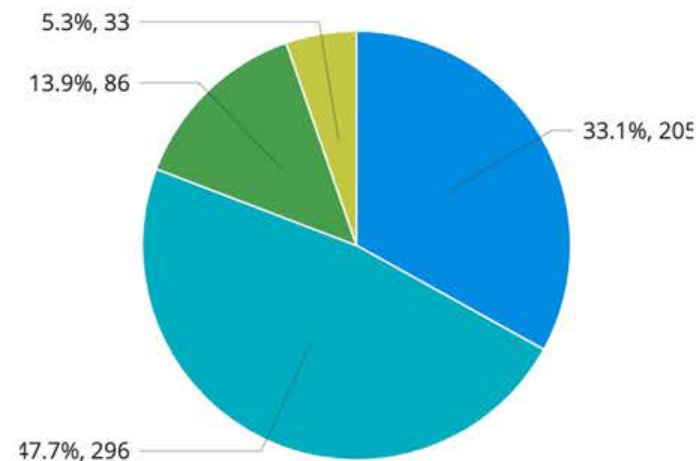
Hybrid Learning Model



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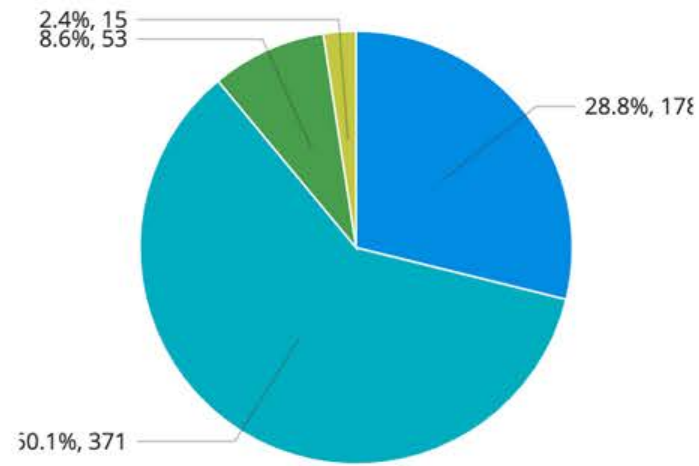
In-Person Learning: White

Option 1: Some in school 100% and others at home 100% 620 Responses



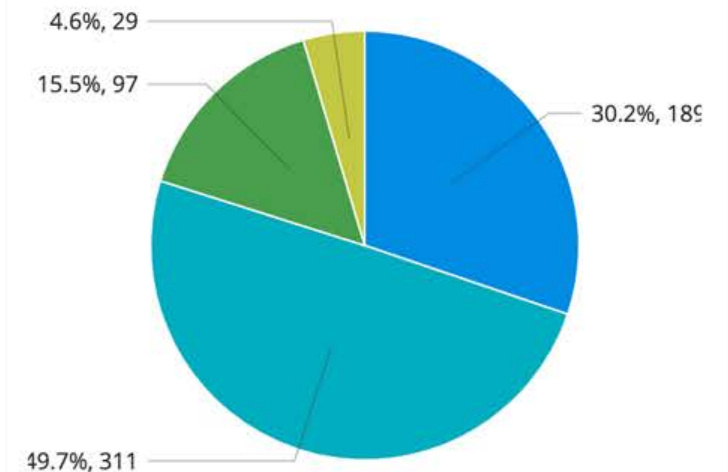
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my family

Option 2: Some time in school for all students 617 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my family

Option 3: All students in school 50% and at home 50% 626 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my family

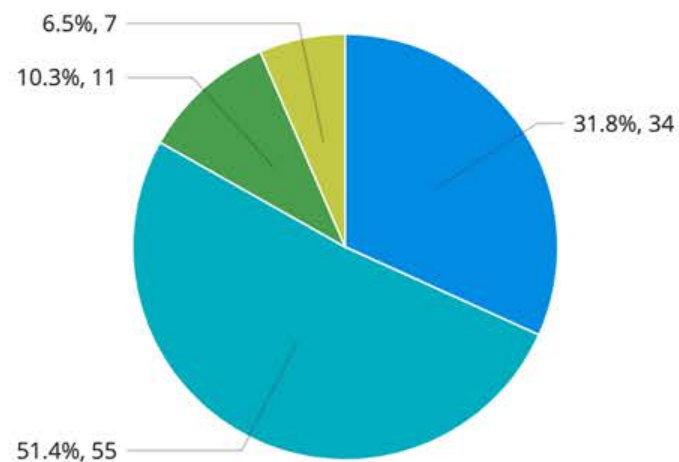
Hybrid Learning Model



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PUBLIC SCHOOLS

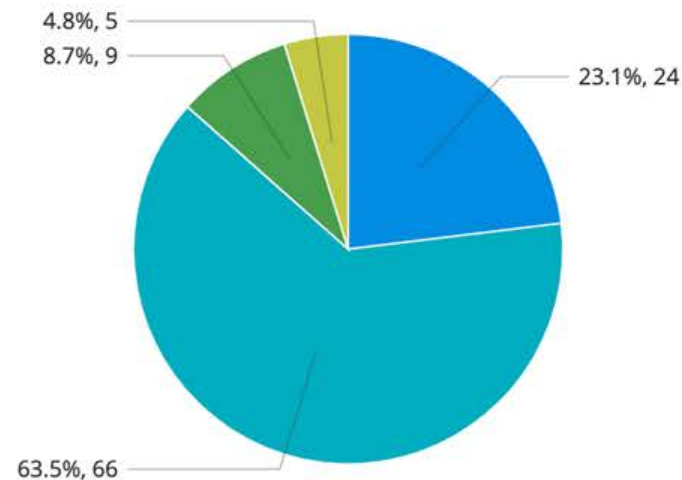
In-Person Learning: ELL/MLL

Option 1: Some in school 100% and others at home 100% 107 Responses



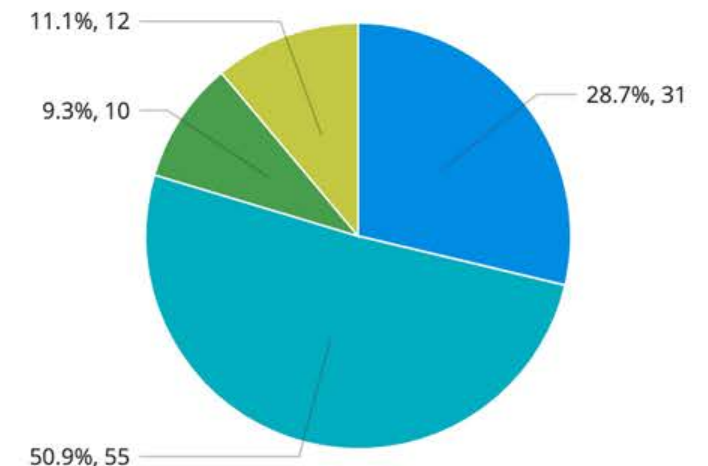
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 2: Some time in school for all students 104 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 3: All students in school 50% and at home 50% 108 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

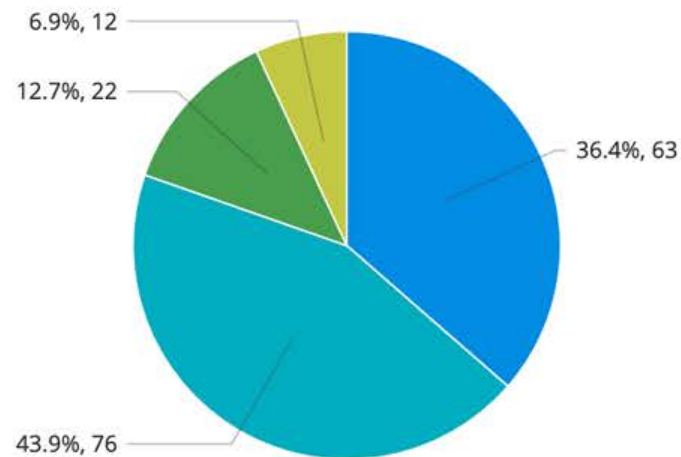
Hybrid Learning Model



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PUBLIC SCHOOLS

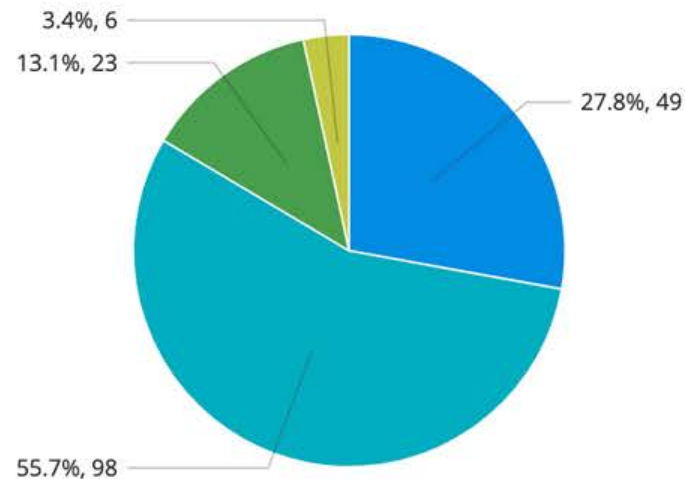
In-Person Learning: Special Education

Option 1: Some in school 100% and others at home 100% 173 Responses



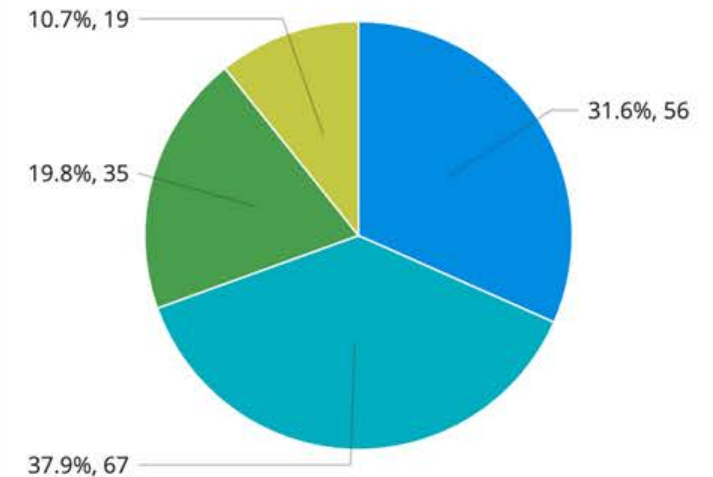
- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 2: Some time in school for all students 176 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

Option 3: All students in school 50% and at home 50% 177 Responses



- This is my preferred option
- I could make this work
- This would be difficult for my family
- This would definitely not work for my ...

In-Person Learning: Transportation



RICHFIELD
PUBLIC SCHOOLS

| | PK-2 | 3-5 | 6-12 |
|-------------------------|-----------|-----------|-----------|
| Busy Streets Acceptable | 171 (59%) | 110 (51%) | 303 (56%) |
| Busy Streets OK | 81 (28%) | 73 (34%) | 142 (26%) |
| Busy Streets No | 38 (13%) | 31 (14%) | 92 (17%) |
| Walk Zone Acceptable | 118 (41%) | 72 (35%) | NA |
| Walk Zone OK | 93 (32%) | 67 (33%) | NA |
| Walk Zone No | 79 (27%) | 67 (33%) | NA |

Eliminate Crossing Busy Streets (1,052)

- Acceptable Solution: 591 (56%)
- OK, Not Ideal: 300 (29%)
- No: 161 (15%)

Expand the Walk Zone (1,024)

- Acceptable Solution: 423 (41%)
- OK, Not Ideal: 288 (28%)
- No: 313 (31%)

Richfield Public Schools

2020-21 Elementary Plans

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Distance Learning Academy

Overview

The Richfield Distance Learning Academy will enroll students from all four elementary schools who opt to learn remotely during the 2020-21 school year. Multigrade immersion cohorts will be created to support the needs of students from Richfield Dual Language School. STEM programming will be provided in the afternoon to support students from Richfield STEM Elementary. Core instruction in math and literacy will occur in the morning with additional scheduled time for support services built into the schedule. Key components of the Richfield Distance Learning Academy include:

- an individualized schedule for each student that includes whole group and small group synchronous instruction
- asynchronous learning activities that allow students to practice and apply what they've learned during synchronous instruction, including independent reading time, teacher-assigned work, and the use of personalized digital programs (e.g. Raz-Plus, DreamBox)
- designated instructional blocks for supplemental English learner, reading and math intervention, talent development, and special education supports
- learning activities in art, music, physical education, and media/technology/STEM
- scheduled breaks for movement, play, and lunch
- use of Google Meet for synchronous lessons and Seesaw as a common platform for the delivery of asynchronous learning activities
- explicit instruction during the first few weeks of school to establish ongoing distance learning norms and routines, including
 - using Google Meet and Break Out Rooms
 - logging into the portal
 - Seesaw norms and expectations
 - navigating new website
 - acceptable use of technology
 - use of digital learning resources and response tools (e.g., Raz-Plus, Epic!, DreamBox, Flipgrid, Google Forms)
 - typing/keyboarding skills
 - appropriate dress and etiquette for participating in Google Meets
 - checking and using email
 - nonverbal communication cues for use during synchronous instruction

Core Instruction

Key Vocabulary

Synchronous Instruction: Students participate in “live” virtual instruction with their teacher(s) and classmates at a specific time from their home or wherever they are that day; the live instruction is typically provided using a Google Meet or streaming technology.

Asynchronous Learning Activities: Students work independently on activities that allow them to practice and apply the skills and strategies focused on during instruction; students do not need to be online at a specific time.

Reading

Synchronous Instruction

- Live virtual mini-lessons (Lucy Calkins Units of Study in Reading)
- Interactive read-aloud
- Small group guided reading instruction and/or individual reading conferences

Asynchronous Learning Activities

- Recorded mini-lessons (Lucy Calkins Units of Study in Reading: Student-Facing Mini-Lesson Video)
- Literacy stations or other teacher-assigned work
- Independent reading
- Reading response journal
- Raz-Plus

Writing

Synchronous Instruction

- Live virtual mini-lessons (Lucy Calkins Units of Study in Writing)
- Small group guided writing instruction and/or individual writing conferences

Asynchronous Learning Activities

- Recorded mini-lessons (Lucy Calkins Units of Study in Writing: Student-Facing Mini-Lesson Video)
- Independent writing

Phonics/Word Study

Synchronous Instruction

- Live virtual mini-lessons (Lucy Calkins Units of Study in Phonics)
- Small group differentiated word study lessons and/or individual conferences

Asynchronous Learning Activities

- Recorded mini-lessons (Lucy Calkins Units of Study for Writing: Student-Facing Mini-Lesson Video)
- Literacy stations or other teacher-assigned work

Math

Synchronous Instruction

- Number Corner
- Live virtual mini-lessons (Bridges in Mathematics)
- Small group guided math instruction

Asynchronous Learning Activities

- Recorded mini-lessons (Bridges in Mathematics)
- Workplaces
- Student workbooks
- DreamBox

Science

Asynchronous Learning Activities

- Digital/Online Tools: Mystery Science/Mystery Doug, BrainPOP/BrainPOP, Jr., Virtual field trips

Social Studies

Asynchronous Learning Activities

- Digital/Online Tools: BrainPOP/BrainPOP, Jr., Virtual field trips, Epic!,, Raz-Plus, Tumblebooks

Daily Schedule

Key: Synchronous Instruction (S); Asynchronous Learning Activities (A)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|---|---|--|----------|--------|
| 8:30-8:45 | Morning Meeting & Social-Emotional Learning Activities (S) | | | | |
| 8:45-9:15 | Number Corner (S) | | | | |
| 9:15-10:15 | <p>Readers' Workshop</p> <p>9:15-9:30</p> <ul style="list-style-type: none">Mini-lesson (S) <p>9:30-10:15</p> <ul style="list-style-type: none">Small group guided reading and/or individual conferences (S)Small group EL/intervention/ special education supports (S)Teacher-assigned work/literacy work stations (e.g., independent reading, reading response journal, Raz-Plus) (A) | <p>Overview of day's asynchronous learning activities followed by time throughout the day for individual synchronous check-ins with students and families and assessment conferences.</p> | <p>Readers' Workshop</p> <p>9:15-9:30</p> <ul style="list-style-type: none">Mini-lesson (S) <p>9:30-10:15</p> <ul style="list-style-type: none">Small group guided reading and/or individual conferences (S)Small group EL/intervention/ special education supports (S)Teacher-assigned work/literacy work stations (e.g., independent reading, reading response journal Raz-Plus) (A) | | |
| 10:15-10:30 | Brain/Movement Break | | Brain/Movement Break | | |
| 10:30-11:30 | <p>Mathematics</p> <p>10:30-11:00</p> <ul style="list-style-type: none">Mini-lesson (S) <p>11:00-11:30</p> <ul style="list-style-type: none">Small group guided math (S)Small group EL/intervention/ special education supports (S)Teacher-assigned work/student workbook, DreamBox (A) | | <p>Mathematics</p> <p>10:30-11:00</p> <ul style="list-style-type: none">Mini-lesson (S) <p>11:00-11:30</p> <ul style="list-style-type: none">Small group guided math (S)Small group EL/intervention/ special education supports (S)Teacher-assigned work/student workbook, DreamBox (A) | | |
| 11:30-12:15 | <p>Writing/Word Work</p> <p>11:30-11:45</p> <ul style="list-style-type: none">Mini-lesson (S) <p>11:45-12:15</p> <ul style="list-style-type: none">Small group differentiated word study lessons and/or individual conferences (S) | | <p>Writing / Word Work</p> <p>11:30-11:45</p> <ul style="list-style-type: none">Mini-lesson (S) <p>11:45-12:15</p> <ul style="list-style-type: none">Small group differentiated word study lessons and/or individual conferences (S) | | |

| | | | |
|-------------------|---|--|---|
| | <ul style="list-style-type: none"> Teacher-assigned work/literacy work stations (e.g., word sorts, independent writing) (A) | | <ul style="list-style-type: none"> Teacher-assigned work/literacy work stations (e.g., word sorts, independent writing) (A) |
| 12:15-1:00 | Lunch/Recess | | Lunch/Recess |
| 1:00-2:30 | Electives/Specialists/Student Hour <ul style="list-style-type: none"> Individual support/assignment help (S) Science and social studies learning activities (A) Art, Music, P.E., & STEM programming (A) | | Electives/Specialists/Student Hour <ul style="list-style-type: none"> Individual support/assignment help (S) Science and social studies learning activities (A) Art, Music, P.E., & STEM programming (A) |

Assessment and Grading

Students' progress toward mastering grade level standards and skills will be measured using a variety of assessments and reported to parents using a standards-based grading system.

Screening Assessments

- Bridges screeners

Progress Monitoring Assessments

- Running records
- Grade-specific end-of-unit assessments (following curriculum/instructional calendar)
- Digital/online formative assessments (e.g. Raz Flight Check)

Benchmark Assessments

- MAP (depending on availability of remote testing options)
- Grade-specific literacy and math assessments

Parent/Family Supports

A conference with each student's family will be scheduled during the first week of school. During the conference, devices will be distributed and the following topics will be addressed:

- time management
- parents' role in the assessment process to ensure accurate evaluation of students' knowledge and skills
- providing feedback that promotes a growth mindset
- digital security
- process for logging into/accessing digital/online learning resources

Additional learning symposiums will be provided throughout the school year on specific distance learning and family engagement topics.

Families will have access to technology support.

Families will receive a monthly progress report summarizing their child's progress in the Distance Learning Academy.

Hybrid

Overview

In the elementary hybrid model for Richfield Public Schools, students in Kindergarten-2nd grade will physically attend the school they are enrolled in four days per week with one remote learning day. Students in 3rd-5th grade will physically attend their school in person two days per week with three remote learning days. 3rd-5th grade students will be assigned to either a Monday/Tuesday in-person attendance group or a Thursday/Friday in-person attendance group. All students will learn remotely on Wednesdays. The Wednesday schedule will closely parallel the M/T/Th/F schedule for distance learning during the first few weeks of the school year in order to facilitate a smooth transition between models should a district-wide move to distance learning be necessary based on COVID-19 metrics. Key components of the hybrid model include:

- Health and safety protocols and precautions on in-person learning days
 - classroom seating arrangements designed to maximize physical distancing between students
 - staggered bus drop-off and pick-up times to minimize large groups of students congregating during arrival and dismissal.
 - required face coverings for staff and students in kindergarten through grade 12
 - Exemptions will be allowed according to the governor's order. Early childhood and pre-kindergarten students will be encouraged, but not required, to wear face coverings. Each student and staff will receive a cloth face mask and the district will have a face shield for each teacher. Additional disposable face masks will be available at each school.
 - frequent hand washing and use of hand sanitizer throughout the day, especially before meals.
 - Hand sanitizer stations will be provided at each school.
 - hot and cold school lunch options with safety practices in place (e.g., no self-service and limited use of high-touch areas such as keypads).
 - Additional spaces will be identified for students to eat lunch.
 - extra cleaning and disinfecting at all schools
 - clear barriers in offices at the first point of contact, signage, and areas that have been redesigned to promote social distancing
 - daily health screening (series of questions) for all staff, students and visitors
 - minimal intermingling of students across classrooms
- consistent schedules on both in-person and remote learning days with designated instructional blocks for supplemental English learner, reading and math intervention, talent development, and special education supports
- instruction in art, music, physical education, and Media/Technology/STEM
- scheduled brain breaks for movement, play, and lunch
- Seesaw as a common platform for the delivery of asynchronous learning activities on remote learning days

Core Instruction

Key Vocabulary

At-School/In-Person Instruction: Students physically come to school to learn in classrooms.

Synchronous Remote Instruction: Students participate in “live” virtual instruction with their teacher(s) and classmates at a specific time from their home or wherever they are that day; the live instruction is typically provided using a Google Meet or streaming technology.

Asynchronous Remote Learning Activities: Students work independently on activities that allow them to practice and apply the skills and strategies focused on during instruction; students do not need to be online at a specific time.

Reading

At-School/In-Person Instruction

- Mini-lessons (Lucy Calkins Units of Study in Reading)
- Interactive read-aloud
- Small group guided reading instruction and/or individual reading conferences

Synchronous Remote Instruction

- Live virtual mini-lessons (Lucy Calkins Units of Study in Reading)
- Interactive read-aloud
- Small group guided reading instruction and/or individual reading conferences

Asynchronous Remote Learning Activities

- Recorded mini-lessons (Lucy Calkins Units of Study in Reading: Student-Facing Mini-Lesson Video)
- Literacy stations or other teacher-assigned work
- Independent reading
- Reading response journal

Writing

At-School/In-Person Instruction

- Live mini-lessons (Lucy Calkins Units of Study in Writing)
- Small group guided writing instruction and individual writing conferences

Synchronous Remote Instruction

- Live virtual mini-lessons (Lucy Calkins Units of Study in Writing)
- Small group guided writing instruction and individual writing conferences

Asynchronous Remote Learning Activities

- Recorded mini-lessons (Lucy Calkins Units of Study in Writing: Student-Facing Mini-Lesson Video)
- Independent writing

Phonics/Word Study

At-School/In-Person Instruction

- Live mini-lessons (Lucy Calkins Units of Study in Phonics)
- Small group differentiated word study lessons and individual conferences

Synchronous Remote Instruction

- Live virtual mini-lessons (Lucy Calkins Units of Study in Phonics)
- Small group differentiated word study lessons and individual conferences

Asynchronous Remote Learning Activities

- Recorded mini-lessons (Lucy Calkins Units of Study for Writing: Student-Facing Mini-Lesson Video)
- Literacy stations

Math

At-School/In-Person Instruction

- Number Corner
- Live mini-lessons (Bridges in Mathematics)
- Small group guided math instruction

Synchronous Remote Instruction

- Number Corner
- Live virtual mini-lessons (Bridges in Mathematics)
- Small group guided math instruction

Asynchronous Remote Learning Activities

- Recorded mini-lessons (Bridges in Mathematics)
- Workplaces
- Student workbooks
- DreamBox

Science

At School/In-Person Instruction

- Engineering is Elementary, Foss

Asynchronous Remote Learning Activities

- Digital/Online Tools: Mystery Science/Mystery Doug, BrainPOP/BrainPOP, Jr., Virtual field trips

Social Studies

At School/In-Person Instruction

- Integration with literacy activities

Asynchronous Remote Learning Activities

- Digital/Online Tools: BrainPOP/BrainPOP, Jr., Virtual field trips, Epic!, Raz-Plus, Tumblebooks

Daily Schedule: Kindergarten-2nd Grade

The Wednesday schedule will closely parallel the M/T/Th/F schedule for distance learning during the first few weeks of the school year in order to facilitate a smooth transition between models should a district-wide move to distance learning be necessary based on COVID-19 metrics. As the year progresses, Wednesdays will be used for individual student and family check-ins and assessments.

Key: **Synchronous Instruction (S)**; **Asynchronous Learning Activities (A)**

| Monday | Tuesday | Wednesday (Remote Day for All) | Thursday | Friday |
|--|---------|---|--|--------|
| Slightly modified regular school schedule (to allow for transitions with physical distancing and extra cleaning) | | 8:30-8:45 Morning Meeting & Social-Emotional Learning Activities (S) | Slightly modified regular school schedule (to allow for transitions with physical distancing and extra cleaning) | |
| | | 8:45-9:15 Number Corner (S) | | |
| | | 9:15-10:15 Readers' Workshop | | |
| | | 9:15-9:30 | | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Mini- lesson (S) <p>9:30-10:15</p> <ul style="list-style-type: none"> • Small group guided reading and/or individual conferences (S) • Small group EL/intervention/ special education supports (S) • Teacher- assigned work/literacy work stations (e.g., indep. reading, reading response journal, Raz-Plus) (A) | |
| | <p>10:15-10:30 Brain/Movement Break</p> | |
| | <p>10:30-11:30 Mathematics</p> <p>10:30-11:00</p> <ul style="list-style-type: none"> • Mini- lesson (S) <p>11:00-11:30</p> <ul style="list-style-type: none"> • Small group guided math (S) • Small group EL/ intervention/special education supports (S) • Teacher- assigned work/ student workbook, DreamBox (A) | |
| | <p>11:30-12:15 Writing/Word Work</p> <p>11:30-11:45</p> <ul style="list-style-type: none"> • Mini-lesson (S) <p>11:45-12:15</p> <ul style="list-style-type: none"> • Small group differentiated word study lessons and/or individual conferences (S) • Teacher- assigned work/literacy work stations (e.g., independent writing, word sorts) (A) | |
| | <p>12:15-1:00 Lunch/Recess</p> | |
| | <p>1:00-2:30 Electives/Specialists/Teacher PLC & Planning Time</p> <ul style="list-style-type: none"> • Art, Music, P.E., & STEM programming (A) | |

Daily Schedule: 3rd-5th Grade

The Wednesday schedule will closely parallel the M/T/Th/F schedule for distance learning during the first few weeks of the school year in order to facilitate a smooth transition between models should a district-wide move to distance learning be necessary based on COVID-19 metrics. As the year progresses, Wednesdays will be used for individual student and family check-ins and assessments.

Key: **Synchronous Instruction (S)**; **Asynchronous Learning Activities (A)**

| Monday | Tuesday | Wednesday (Remote Day for All) | Thursday | Friday |
|--|---------|--|---|--------|
| Group A: At School Slightly modified regular school schedule (to allow for transitions with physical distancing and extra cleaning) | | 8:30-8:45 Morning Meeting & Social-Emotional Learning Activities (S) | Group B: At School Slightly modified regular school schedule (to allow for transitions with physical distancing and extra cleaning) | |
| Group B: Remote Remote students will view recorded mini-lessons for reading, writing, word study, and math. Remote students will join their in-person peers to virtually participate in Morning Meeting, Number Corner, and guided reading and math groups at designated times. Remote students will also complete a choice menu for art, music, physical education, and Media/Technology /STEM and participate in synchronous small group intervention, EL, Spec. Ed., or talent development groups based on need. | | 8:45-9:15 Number Corner (S) 9:15-10:15 Readers' Workshop 9:15-9:30 <ul style="list-style-type: none"> Mini-lesson (S) 9:30-10:15 <ul style="list-style-type: none"> Small group guided reading and/or individual conferences (S) Small group EL/intervention/special education supports (S) Teacher- assigned work/literacy work stations (e.g., independent reading, reading response journal, Raz-Plus) (A) 10:15-10:30 Brain/Movement Break 10:30-11:30 Mathematics 10:30-11:00 <ul style="list-style-type: none"> Mini-lesson (S) 11:00-11:30 <ul style="list-style-type: none"> Small group guided math (S) Small group EL/intervention/special education supports (S) | Group A: Remote Remote students will view recorded mini-lessons for reading, writing, word study, and math. Remote students will join their in-person peers to virtually participate in Morning Meeting, Number Corner, and guided reading and math groups at designated times. Remote students will also complete a choice menu for art, music, physical education, and Media/Technology/STEM and participate in synchronous small group intervention, EL, Spec. Ed., or talent development groups based on need. | |

| | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none">Teacher- assigned work/student workbook, DreamBox (A) | | |
| | | 11:30-12:15 Writing/Word Work 11:30-11:45 <ul style="list-style-type: none">Mini-lesson (S) 11:45-12:15 <ul style="list-style-type: none">Small group differentiated word study lessons and/or individual conferences (S)Teacher- assigned work/literacy work stations (e.g., independent writing, word sorts) (A) | | |
| | | 12:15-1:00 Lunch/Recess | | |
| | | 1:00-2:30 Electives/Specialists/Teacher PLC & Planning Time <ul style="list-style-type: none">Art, Music, P.E., & STEM programming (A) | | |
| Center-Based Special Education Programs | | | | |
| AM: <ul style="list-style-type: none">Centerbased Group A-SchoolCenterbased Group B-Virtual | AM: <ul style="list-style-type: none">Centerbased Group A-SchoolCenterbased Group B-Virtual | Cleaning <ul style="list-style-type: none">AssessmentCheck inFamily Conferences | AM: <ul style="list-style-type: none">Center based Group A-SchoolCenter based Group B-Virtual | AM: <ul style="list-style-type: none">Center based Group A-SchoolCenter based Group B-Virtual |
| PM: <ul style="list-style-type: none">Centerbased Group A-VirtualCenterbased Group B- Home | PM: <ul style="list-style-type: none">Centerbased Group A-VirtualCenterbased Group B- Home | | PM: <ul style="list-style-type: none">Center based Group A-VirtualCenter based Group B- Home | PM: <ul style="list-style-type: none">Center based Group A-VirtualCenter based Group B- Home |

Assessment and Grading

Students' progress toward mastering grade level standards and skills will be measured using a variety of assessments and reported to parents using a standards-based grading system.

Screening Assessments

- Bridges screeners

Progress Monitoring Assessments

- Running records
- Grade-specific end-of-unit assessments (following curriculum/instructional calendar)
- Digital/online formative assessments (e.g. Raz Flight Check)

Benchmark Assessments

- MAP (depending on availability of remote testing options)
- Grade-specific literacy and math assessments

Parent/Family Supports

A conference with each student's family will be scheduled during the first week of school. During the conference, devices will be distributed and the following topics will be addressed:

- time management
- parents' role in the assessment process to ensure accurate evaluation of students' knowledge and skills
- providing feedback that promotes a growth mindset
- digital security
- process for logging into/accessing digital/online learning resources

Additional learning symposiums will be provided throughout the school year on specific distance learning and family engagement topics.

Families will have access to technology support.

Centennial Elementary 20-21 Hybrid Learning Schedule

| Mon, Tues, Thurs, Fri Schedule | | | | | | | | | | | Wednesday Schedule | | |
|---|--|-----------------------------|---|---|---|---|--|--|---|---|--------------------|--|--|
| | PreK | Kindergarten | Grade 1 | Grade 2 | Grade 3A | Grade 3B | Grade 4A | Grade 4B | Grade 5A | Grade 5B | | | K-5 |
| 8:30 | Morning Mtg/SEL | Morning Mtg/SEL | Morning Mtg/SEL | 8:30-9:20 Specialist | Morning Mtg/SEL | Morning Mtg/SEL | Morning Mtg/SEL | Morning Mtg/SEL | Morning Mtg/SEL | Morning Mtg/SEL | 8:30 | | Morning Mtg/SEL |
| 8:45 | | Bridges' Number Corner | Bridges' Number Corner | | Bridges' Number Corner | Bridges' Number Corner | Bridges' Number Corner | Bridges' Number Corner | Bridges' Number Corner | Bridges' Number Corner | 8:45 | | Bridges' Number Corner |
| 9:15 | | 9:30-10:20 Specialist | Readers' Workshop | Morning Mtg/SEL Number Corner | Readers' Workshop | Readers' Workshop | Readers' Workshop | Readers' Workshop | Readers' Workshop | Readers' Workshop | 9:15-end of day | | Online learning: Seesaw assignments, activities Support Services Small Group Reteaching Project Work Individ. Conferencing etc. |
| 10:30 | | Math | 10:30-11:20 Specialist | Math | Math | Math | Math | Math | Math | Math | | | Note: Wed. class will also provide opportunities for training for online learning, teaching and practicing online etiquette and procedures, and supporting student learning in a Distance Model. This will be helpful if a student and/or class/school needs to move to full Distance Learning at any time. Additional use for Wednesday is SEL check-ins. |
| 11:00-12:30 Lunch Scheduled every 10 minutes, eat in classrooms with supervision. Teachers: 30 min uninterrupted lunch. | | | | | | | | | | | | | |
| 11:30 | 11:30-11:50 Specialist (opt. if prep cover needed) | Writer's Workshop/Word Work | Writer's Workshop/Word Work | Writer's Workshop/Word Work | Writer's Workshop/Word Work | Writer's Workshop/Word Work | Writer's Workshop/Word Work | Writer's Workshop/Word Work | Mon-Tues 11:30-12:20 Specialist; Thurs-Fri Choice Board | Thurs-Fri 11:30-12:20 Specialist; Mon-Tues Choice Board | | | |
| 12:30 | | Readers' Workshop | Support Services: ELL, Interv., SpEd, G/T | Support Services: ELL, Interv., SpEd, G/T | Support Services: ELL, Interv., SpEd, G/T | Support Services: ELL, Interv., SpEd, G/T | Mon-Tues 12:30-1:20 Specialist; Thurs-Fri Choice Board | Thurs-Fri 12:30-1:20 Specialist; Mon-Tues Choice Board | Writer's Workshop/Word Work | Writer's Workshop/Word Work | | | |

| | | | | | | | | | | | |
|------|--|--|---------------|-------------------|--|--|---|--|---|---|--|
| 1:30 | | Support Services: ELL, Interv., SpEd, G/T | Math | Readers' Workshop | Mon-Tues 1:30-2:20 Specialist ; Thurs-Fri Choice Board | Thurs-Fri 1:30-2:20 Specialist; Mon-Tues Choice Board | Support Services: ELL, Interv., SpEd, G/T | Support Service s: ELL, Interv., SpEd, G/T | Support Services: ELL, Interv., SpEd, G/T | Support Services: ELL, Interv., SpEd, G/T | ins, Social Groups, classroom and/or grade level meetings for students, special projects, virtual field trips. |
| 2:30 | | Day Close Mtg | Day Close Mtg | Day Close Mtg | Mon-Tues Close Mtg | Thurs-Fri Close Mtg | Mon-Tues Close Mtg | Thurs-Fri Close Mtg | Mon-Tues Close Mtg | Thurs-Fri Close Mtg | |
| 2:45 | | Excusal | Excusal | Excusal | Excusal | Excusal | Excusal | Excusal | Excusal | Excusal | |
| | | Teacher Prep: | | | | Specialist Classes: | | | | 50 min class | |
| | | Mon-Tues-Thurs-Fri: 50 min Specialist Block | | | | | | | | 10 min to clean between classes | |
| | | Wednesday: 100 minutes (Individually scheduled) | | | | | | | | | |
| | | | | | | Read to Class: 10-15 min extra in the day | | | | | |
| | | Lunch: | | | | Recess: 20 min. recess: time determined by grade level team | | | | | |
| | | 30 min for teachers, students | | | | Brain Breaks: As needed between core subject classes | | | | | |
| | | Supervising staff take lunch at different time (TBD) | | | | | | | | | |

R ELEM - System of Interventions for Distance Learning

1: Distance Learning Preventative Interventions - **Teachers** provide to ALL students

School will identify a point person: Elementary- homeroom teacher. Secondary - advisory.

Instructional:

- Keep lesson activities focused on the essential learning - clear, measurable learning targets
- Use formative checks to intervene for students who did not meet learning target
- Keep the task list short for each lesson
- Simplify technology demands - use tools that students are familiar with AND create tutorials if it's unfamiliar.
- Spend time at the beginning of the year teaching students about apps/websites that they will be using.
- Give students feedback. Not all feedback should be graded.
- Be very clear with expectations and instructions. Model and provide examples for all graded assignments
- Build a learning environment through daily check-ins during warm-ups
- Do not penalize students for missing a lesson - instead think through how you can help students efficiently access any missed learning, develop methods for students to reassess to show learning
- [Track students](#) who may need differentiation for instruction/engagement

Communication:

- Check in with students who are struggling to complete assignments or showing need for additional support.
 - If unsuccessful in contacting, move to tier 2
 - If student indicated certain need (food insecurity, technology problems, etc. fill out tier 2 google form
 - Log communication attempts in school tracking document
- [Talking points for Tier 1](#) communication
- Other contacts for special circumstances, including support on scaffolds, accommodations and modifications:

| | | |
|--|--|---|
| Students - contact SPED case managers or SPED lead | 504 accommodations - contact school counselors | ELL students - contact team ESL teacher for support ideas |
|--|--|---|

2: Distance Learning **Teacher** Procedural Interventions - after **3 or 4 days of non-engagement**, teachers will do the following:

- Step 1: Contact student on Schoology/Seesaw to see if everything is ok, offer support
- Step 2: (If applicable) Check-in with other teachers to see if students are engaging in other classes.
- Step 3: Call/text/email the students parent or guardian.
 - Record email, phone call or text contact check-in, and home connection on the tracking document.
- [RDLS Tracking Document](#)
- Step 4:
 - Option 1: If student needs TECH SUPPORT, fill out this [Tech Google Form](#) for support
 - Option 2: If you have been **unsuccessful** in attempting to contact the student and/or their family TWICE or more, OR if specific needs have been indicated (food insecurity, parenting support, etc.) fill this out [Tier 2 Google Form](#) to be sent to your school social worker.

| | | |
|--------------------------|--------------------------|------------------|
| Arabic-speaking families | Somali-speaking families | another language |
|--------------------------|--------------------------|------------------|

3: **Support Staff:** Based on NEED indicated in google form or after contact was made, when check-ins are unsuccessful, or if problems persist after check-ins

Distance Learning **Support Staff Interventions - record as appropriate in Contact document**
Key Interventions (Student Support Staff - identify the most effective supports based on students' needs)
Counselor/SW partnering with Outreach Worker to communicate with family
○ Outreach Workers:
Social Workers collaborate with outside providers (therapist, mental health case manager, truancy case manager, etc)
Social Work Groups- School Success during E-learning, Self-Care for Distance Learners
Referrals
Home Visits - Admin and support staff or teachers, if desired (not required)
Referral to health centers
Food and Basic Resources
○ VEEP - social worker helps coordinate VEEP

| | | |
|-------------------------|-------------------------|--|
| Referral for therapy | Health Mentor | Cornerstone for violence prevention advocacy |
| Referral for food needs | Richfield Health Center | Other resources? |

Counselor and Social Worker and teachers consult with Admin to determine if SST is appropriate

First 6 weeks ideas for connection, engagement, instruction and support staff

→ Can Fridays be designated as SEL days - contact families where needed, meet with support staff online, do home visits?

Teacher supports:

****PD:** While PD will focus on some of these new items, teachers should have **time to implement**, to call families and make connections, to connect with students that need relationships, etc.

AND to meet with other teachers and discuss which students should be focused on before school starts.

| This worksheet is intended to guide your thinking in different areas through each of the unique scenarios. Please use the worksheet | Scenario 2 | Scenario 3 |
|---|---|---|
| | Hybrid schedule with in-person and distance | Not in school, complete distance learning |

| | | |
|---|---|--|
| as a note-taking guide. This is NOT intended as a tool to create a completed plan for each scenario. | learning days | |
| Student Support Services | | |
| <ul style="list-style-type: none"> ● Instruction ● Engagement ● Connection | <p><i>We are looking at how are we supporting students in any scenario: Do they need academic support, do they need behavior support, do they need family support.</i></p> | <p>Engagement/instruction:</p> <p><u>instructional engagement differentiation ideas</u></p> <p>Connection:</p> <ul style="list-style-type: none"> -RDLS: House to house open house to share how to use technology (and distribute technology?) -Use open house to confirm contact info -Use open house to collect donated school supplies |
| | <p><i>Parent engagement supports</i></p> | |
| <p>MTSS and Interventions</p> | <p><i>What role(s) do your interventionists play within the various modes of delivery?</i></p> <p><i>How will student support teams collaborate within the various models? How will we ensure fidelity of supports /interventions? Who is the point person?</i></p> | <p>TECH SUPPORT: Can we ask interventionists to provide sign-up times for tutorials during the first couple weeks, google meets, along with making tutorial VIDEOS to send to parents in several languages?</p> <p>Same with specialists? ESL?</p> |
| <p>Guidance and Mental Health Support</p> | <p><i>What plans will be in place for staff and students to know that their social and emotional well-being is a priority?</i></p> | <p>First week:</p> <ul style="list-style-type: none"> --Help confirm parent contact information and ask if parents NEED anything right away (food, diapers, etc...) --Consult with OLD tracking resource to determine which families should be contacted first. <p>Second week/Once working through the tiers: guidance and MH workers can support main</p> |

| | | | |
|--|--|--|---|
| | | | contact with reaching out to families and asking what is needed, setting up meetings as needed, confirming contact info, etc. Needs communicated through google form. |
|--|--|--|---|

| | | | | |
|---|---|--|--|--|
| <p>This worksheet is intended to guide your thinking in different areas through each of the unique scenarios. Please use the worksheet as a note-taking guide. This is NOT intended as a tool to create a completed plan for each scenario.</p> | | Scenario 1 | Scenario 2 | Scenario 3 |
| | | In school with social distancing and safety precautions | Hybrid schedule with in person and distance learning days | Not in school, complete distance learning |
| Family/Caregiver Support | | | | |
| Communication Plan | How will your communication plan be adjusted based on different scenarios? | Same as online → | Same as online → | <p>Main source of online work = contact point? Schoology and Seesaw</p> <p>Phone calls and personalized emails if tier 2 and later</p> <p>Contact by support staff follows</p> |
| | | | | |
| Return to School Concerns | What accommodations will be made for students who will not return to school due to safety concerns? | ?? How will we work with parents/families that are not willing to return part time or full time? | ?? How will we work with parents/families that are not willing to return part time or full time? | N/A |

Summary of 4 year old PreK (VPK):

Students attend 3 half days per week in-person and receive distance for two days
OR per parent preference, online / distance for all five days per week (half days)

Distance learning will be synchronous and asynchronous, and will include parent coaching and take home activities

All Preschool 4s receive 5 days of instruction with both hybrid and distance models, and will generate five days of VPK funding

Due to new ratios and preferences of families within each building, some families choosing hybrid will be moved to another site. In-person students would be able to keep their original site.

Class sizes are reduced to 12 max which is closer to childcare standards and to help facilitate distancing given that masks are not required or as appropriate under age 5

The pilot program, Preschool Plus, will not be able to launch this fall given the reduced class sizes and required revenue

220 total capacity for VPK

130 confirmed in-person

65 confirmed online/distance

22 gen ed open spots

26 applications in progress or interested applicants

3 ECSE open

Current waiting list 25 (includes some out of district)

Summary of Preschool for 3s

Students attend 2.5 hours a day, 2 days a week in person (T and TH) plus one day of distance learning

Distance learning will be synchronous and asynchronous, and will include parent coaching and take home activities

Pathways I & II funding and parent fees support this model

Transportation has not been offered for all sections in the past and may not be available as planned this year. Approximately 17% will require transportation based on what is known at this point.

7 openings as of Aug 12

Current waiting list 13 (wanted MWF section)

19 applications in progress or interested applicants

Secondary Hybrid Model

Description of Draft Proposed Model

Safety precautions:

- Classroom seating arrangements will be created according to state guidelines. For example, students will no longer be arranged in small groups.
- Bus drop-off and pick-up times may be staggered by a few minutes in order to minimize groups of students at arrival and dismissal.
- Per the governor's executive order, face coverings will be required for staff and students in kindergarten through grade 12. **Exemptions will be allowed according to the governor's order. Early childhood and pre-kindergarten students will be encouraged, but not required, to wear face coverings.
 - Per executive order: Each student and staff will receive a cloth face mask and the district will have a face shield for each teacher. Additional disposable face masks will be available at each school.
- Students are expected to wash hands or use hand sanitizer throughout the day, especially before meals. Hand sanitizer stations will be provided at each school.
- School lunch will offer hot and cold options with safety practices in place, e.g., no self-service and limited use of high-touch areas such as keypads. Additional spaces will be identified for students to eat lunch.
- Schools will receive extra cleaning and disinfecting. You'll see clear barriers in offices at the first point of contact, new signage, and areas that have been redesigned to promote social distancing.
- We will implement a passive screening protocol with students and staff

Considerations:

- Student and staff safety at the center
- 50% Occupancy
- Consistency for students and families
- Multiple supports for student learning
- A flex day for all students
- Models should be nimble and able to move easily into Distance Learning
- Minimize intermingling of pods

Teaching and Learning; Student Support

All lessons built out in Distance

- What will be different instructionally for when we have students in school?
 - Students will have technical support with Schoology, academic advising and academic interventions.
 - Opportunities to labs for more kinesthetic learning.
 - Intentional scheduling for EL, SPED and related services.
 - HS Monday follows a synchronous schedule for periods 1-4 and Wednesday-End of day classes are synchronous. (Friday is all distance learning.
- Who do we prioritize for the in-person and why?
 - We are prioritizing building relationships, providing academic support, providing enrichment opportunities, preparing for college and career readiness and supporting social/emotional development.

Admin Planning:

Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|--|---|
| 8:30-9:00 Synchronized Advisory | 8:30-9:00 Synchronized Advisory | 8:30-9:00 Synchronized Advisory | 8:30-9:00 Synchronized Advisory | 8:30-9:00 Synchronized Advisory |
| 9:00-Noon 6th Grade | 9:00-Noon 9th and 11th Grade | 9:00-Noon 7th Grade | 9:00-Noon 10th 12th Grade | 9:00-Noon 8th Grade |
| Noon-12:30 Lunch | Noon-12:30 Lunch | Noon-12:30 Lunch | Noon-12:30 Lunch | Noon-12:30 Lunch |
| 12:30-3:20 Intramural Activities Groups Beacons | 12:30-3:20 Beacons Activities Labs Band (Private Lessons) SEL Groups School-based Mental Health | 12:30-3:20 Intramural Activities Groups Beacons | 12:30-3:20 Beacons Activities Labs Band (Private Lessons) SEL Groups School-based Mental Health | 12:30-3:20 Intramural Activities Groups Beacons |

Core Team Feedback

Teaching and Learning; Student Support

All lessons built out in Distance

- What will be different instructionally for when we have students in school
- Who do we prioritize for the in-person and why?

| What works.... | Suggestions... | Questions... |
|----------------|--|---|
| | <p>ELL perspective: Love to have ELL in advisory and sped could have own advisory</p> <p>Blocking students schedule so they would not have as many classes at once - this is complicated by sped IEP needs</p> <p>Maybe synchronous time could just be in the afternoon?</p> <p>Is there some kind of background that students could use to let teachers know they are there</p> <ul style="list-style-type: none">• Cory: Yes | <p>How many subjects/classes are students working on each day? - many students overwhelmed with a full courseload online</p> <p>What will credit expectations look like?</p> <p>Could sped caseload be an advisory?</p> <p>Could students leave school at 12:30 if they don't want to stay for activities/groups? - the goal is that everyone stays to the end of the day</p> <p>Synchronous vs. asynchronous? - it would be synchronous on the days when that grade level can come in person, but asynchronous for distance learners on those days</p> <p>What about courses that are mixed grades?</p> <p>In special ed rooms, would # of students also be determined by room size and availability to social distance?</p> <p>Another thing we might want to think about. What do we do with our student coming in from other districts? I have a student bussed in from Shoreview. Will we provide bussing still???</p> |

DISTANCE LEARNING Student Schedule
6th & 8th Grade (Last Names A-L)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|--|---|
| 8:30-8:50 | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor |
| 8:50-10:00 Break: 9:20-9:30 | Synchronous Advisory- Follows the same schedule as hybrid but lessons/student support will be provided synchronously with asynchronous independent work time <ul style="list-style-type: none"> Synchronous Check & Connect student support | <u>Hour 1/1A</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Tuesday. | <u>Hour 3</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Wednesday. | <u>Hour 5</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Thursday. | <u>Hour 7/7A</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Friday. |
| 10:10-11:20 Break: 10:40-10:50 | <ul style="list-style-type: none"> Synchronous College & Career Readiness Lesson | <u>Hour 2</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by | <u>Hour 4</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by | <u>Hour 6</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by | <ul style="list-style-type: none"> Student Independent work time Staff professional development & training RMS Support Staff provides 1:1 student support through virtual |

| | | | | | |
|--|---|---|--|--|---|
| | | the end of the period and to be completed by next Tuesday. | the end of the period and to be completed by next Wednesday. | the end of the period and to be completed by next Thursday. | meetings and/or potential home visits. |
| 11:20-12:30 | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK |
| 12:30-1:50 Break: 1:00-1:10 | *Asynchronous independent work time *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 1/1A *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 3 *RMS Staff will use this time to provide student feedback/support and communicate with families time | *Asynchronous Independent Work Time for hour 5 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 7/7A *Staff professional development/training/etc |
| 1:50-3:00 Break: 2:20-2:30 | *Asynchronous independent work time *Synchronous support for math and science from content teachers | *Asynchronous Independent Work Time for hour 2 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 4 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 6 *Synchronous support for ELA & Social Studies from content teachers | |
| 3:00-3:30 | Teacher Office Hours | | | | |

DISTANCE LEARNING Student Schedule
Sample 7th & 8th Grade (Last Names M-Z)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|--|--|---|
| 8:30-8:50 | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor |
| 8:50-10:00 Break: 9:20-9:30 | <u>Hour 1/1A</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Monday. | <u>Hour 3</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Tuesday. | Synchronous Advisory- Follows the same schedule as hybrid but lessons/student support will be provided synchronously with asynchronous independent work time <ul style="list-style-type: none"> Synchronous Check & Connect student support | <u>Hour 5</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Thursday. | <u>Hour 7/7A</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Friday. |
| 10:10-11:20 Break: 10:40-10:50 | <u>Hour 2</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time | <u>Hour 4</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time | <ul style="list-style-type: none"> Synchronous College & Career Readiness Lesson | <u>Hour 6</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time | <ul style="list-style-type: none"> Student Independent work time Staff professional development & training RMS Support Staff provides 1:1 student support |

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|--|---|--|---|--|--|
| | <ul style="list-style-type: none">Asynchronous lesson posted by the end of the period and to be completed by next Monday. | <ul style="list-style-type: none">Asynchronous lesson posted by the end of the period and to be completed by next Tuesday. | | <ul style="list-style-type: none">Asynchronous lesson posted by the end of the period and to be completed by next Thursday. | through virtual meetings and/or potential home visits. |
| 11:20-12:30 | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK |
| 12:30-1:50 Break: 1:00-1:10 | *Asynchronous Independent Work Time for hour 1/1A *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 3 *RMS Staff will use this time to provide student feedback/support and communicate with families | *Asynchronous independent work time *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 5 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 7/7A *Staff professional development, training, etc. |
| 1:50-3:00 Break: 2:20-2:30 | *Asynchronous Independent Work Time for hour 2 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 4 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous independent work time *Synchronous support for math and science from content teachers | *Asynchronous Independent Work Time for hour 6 *Synchronous support for ELA & Social Studies from content teachers | |
| 3:00-3:30 | Teacher Office Hours | | | | |

RMS In-Person HYBRID Weekly Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|---|---|
| IN THE BUILDING: All 6th grade students and 8th grade students with last names starting A-L DISTANCE LEARNING: All 7th grade students and 8th grade students with last names starting M-Z | All students Distance Learning with <i>Synchronous (live) Instruction</i> | IN THE BUILDING: All 7th grade students and 8th grade students with last names starting M-Z DISTANCE LEARNING: All 6th grade students and 8th grade students with last names starting A-L | All students Distance Learning with <i>Asynchronous Instruction</i> | All students Distance Learning with <i>Asynchronous Instruction</i> |

HYBRID Student Schedule 6th & 8th Grade (Last Names A-L)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|---|---|--|
| 8:30-8:50 | In-Person Check and Connect: <ul style="list-style-type: none"> 15-18 Students will be assigned into a “pod” with a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor |
| 8:50-10:00 Break: 9:20-9:30 | In-Person Advisory- <ul style="list-style-type: none"> Individual and small group synchronous support for academic classes Specialized support services | <u>Hour 1/1A</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time | <u>Hour 3</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time | <u>Hour 5</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time | <u>Hour 7/7A</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time |

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|---|---|---|---|--|---|
| | for English as a Second Language and Special Education Students <ul style="list-style-type: none"> • College and Career Readiness Synchronous (live) Lessons • This “pod” of students will have minimal transitions throughout the day. | <ul style="list-style-type: none"> • Asynchronous lesson posted by the end of the period and to be completed by next Tuesday. | <ul style="list-style-type: none"> • Asynchronous lesson posted by the end of the period and to be completed by next Wednesday. | <ul style="list-style-type: none"> • Asynchronous lesson posted by the end of the period and to be completed by next Thursday. | <ul style="list-style-type: none"> • Asynchronous lesson posted by the end of the period and to be completed by next Friday. |
| 10:10-11:20 Break: 10:40-10:50 | | <u>Hour 2</u> <ul style="list-style-type: none"> • Synchronous (live) Instruction in small groups (approximately 30 minutes) • Independent work time • Asynchronous lesson posted by the end of the period and to be completed by next Tuesday. | <u>Hour 4</u> <ul style="list-style-type: none"> • Synchronous (live) Instruction in small groups (approximately 30 minutes) • Independent work time • Asynchronous lesson posted by the end of the period and to be completed by next Wednesday. | <u>Hour 6</u> <ul style="list-style-type: none"> • Synchronous (live) Instruction in small groups (approximately 30 minutes) • Independent work time • Asynchronous lesson posted by the end of the period and to be completed by next Thursday. | <ul style="list-style-type: none"> • Student Independent work time • Staff professional development & training • RMS Support Staff provides 1:1 student support through virtual meetings and/or potential home visits. |
| 11:20-12:30 | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK |
| 12:30-1:50 Break: 1:00-1:10 | In-Person: Team building/physical movement & social/emotional activities. *Students will stay in their advisory “pod” for activities | *Asynchronous Independent Work Time for hour 1/1A *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 3 *RMS Staff will use this time to provide student feedback/support and communicate with families.k time | *Asynchronous Independent Work Time for hour 5 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 7/7A *Staff professional development/training/etc. |

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| 1:50-3:00 Break: 2:20-2:30 | *Synchronous Support for Math and Science from content teachers | *Asynchronous Independent Work Time for hour 2 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 4 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 6 *Synchronous Support for ELA & Social Studies from content teachers | |
| 3:00-3:30 | Teacher Office Hours | | | | |

HYBRID Student Schedule
Sample 7th & 8th Grade (Last Names M-Z)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|--|---|
| 8:30-8:50 | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | In-Person Check and Connect: <ul style="list-style-type: none"> 15-18 Students will be assigned into a “pod” with a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor | Check and Connect: Synchronous (Online Live Meeting) <ul style="list-style-type: none"> 15-18 Students will be assigned to a teacher advisor |
| 8:50-10:00 Break: 9:20-9:30 | <u>Hour 1/1A</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Monday. | <u>Hour 3</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Tuesday. | In-Person Advisory- <ul style="list-style-type: none"> Individual and small group synchronous support for academic classes Specialized support services for English as a Second Language and Special Education Students College and Career Readiness Synchronous (live) Lessons This “pod” of students will have minimal transitions throughout the day. | <u>Hour 5</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Thursday. | <u>Hour 7/7A</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the period and to be completed by next Friday. |
| 10:10-11:20 Break: 10:40-10:50 | <u>Hour 2</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the | <u>Hour 4</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the | | <u>Hour 6</u> <ul style="list-style-type: none"> Synchronous (live) Instruction in small groups (approximately 30 minutes) Independent work time Asynchronous lesson posted by the end of the | <ul style="list-style-type: none"> Student Independent work time Staff professional development & training RMS Support Staff provides 1:1 student support through virtual meetings and/or |

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| | period and to be completed by next Monday. | period and to be completed by next Tuesday. | | period and to be completed by next Thursday. | potential home visits. |
| 11:20-12:30 | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK | LUNCH and BREAK |
| 12:30-1:50 Break: 1:00-1:10 | *Asynchronous Independent Work Time for hour 1/1A *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 3 *RMS Staff will use this time to provide student feedback/support and communicate with families.k time | In-Person: Team building/physical movement & social/emotional activities. *Students will stay in their advisory “pod” for activities | *Asynchronous Independent Work Time for hour 5 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 7/7A *Staff professional development/training/etc . |
| 1:50-3:00 Break: 2:20-2:30 | *Asynchronous Independent Work Time for hour 2 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Asynchronous Independent Work Time for hour 4 *RMS Staff will use this time to provide student feedback/support and communicate with families. | *Synchronous Support for Math and Science from content teachers | *Asynchronous Independent Work Time for hour 6 *Synchronous Support for ELA & Social Studies from content teachers | |
| 3:00-3:30 | Teacher Office Hours | | | | |

Hybrid Advisory Schedule

| | | |
|--|---|--|
| <ul style="list-style-type: none"> Advisory classes will be composed of one classroom advisor and approximately 15-18 students in a “pod”. Class size will be determined by the number of students/staff attending the hybrid model learning but will not exceed 50% capacity of a classroom. Students will stay in their “pod” for the duration of the day in order to keep transitions at a minimum. | | |
| Morning Meeting (Advisory) 8:30-8:50 | <ul style="list-style-type: none"> Daily Morning Meeting: <ul style="list-style-type: none"> Providing A Sense of Normalcy Amidst Uncertainty | <ol style="list-style-type: none"> The group will share and review school/classroom norms and then check-in as a group. Outline the schedule for the day. <p>*PD will need to be provided to ensure consistency and fidelity of implementation throughout the building.</p> |
| Block 1- 8:50-9:40 | <ul style="list-style-type: none"> Check & Connect/Academic Advising <ul style="list-style-type: none"> SPED/EL staff will provide push-in support/check & connect students on their caseload (SPED) or grade level (ELs) | <ol style="list-style-type: none"> Each advisory teacher will conduct a 1:1 “check & connect” with each of their students. In partnership, the teacher and student will review the student’s grades, missing work and identify areas of strength and improvement for the coming week. Staff will complete a monitoring sheet for each student. <ol style="list-style-type: none"> HERE IS AN EXAMPLE MONITORING SHEET <p>*PD will need to be provided to ensure consistency and fidelity of implementation throughout the building.</p> |
| Block 2- 9:40-10:30 | <ul style="list-style-type: none"> College and Career Readiness (CCR) lesson, research and activities <ul style="list-style-type: none"> SPED/EL staff will provide push-in support/check & connect students on their caseload (SPED) or grade level (ELs) | <ol style="list-style-type: none"> The RMS College and Career Readiness (CCR) curriculum will continue to be used alongside the Naviance platform. <ol style="list-style-type: none"> RMS CCR Scope & Sequence Lessons will continue to help students identify post-secondary options with staff helping each student realize THEIR dream for THEIR future. <p>*Lessons will be developed by CCR Coordinator Julie Magnuson. PD will need to be provided, especially for new staff.</p> |
| Block 3- 10:30-11:20 | <ul style="list-style-type: none"> Hands-on enrichment activity including but not limited to PE, Art, STEM, Media, etc. Provided by RMS Staff and/or community organizations. <ul style="list-style-type: none"> Band & choir students would be provided small group lessons during this time in | <ol style="list-style-type: none"> Exploratory teacher would “push-in” to the pod classroom or go outside to provide activity. Band students would be provided small group lessons based on ensemble (ie: woods ensemble would meet for their lesson). |

Commented [1]: What are all the other students doing during this time? If they are not Sped or EL students? While the advisor is doing 1:1 checks?

Commented [2R1]: Most students would be meeting with their advisory teacher during this time. SPED/EL teachers would be pushing in to provide the check & connect for their caseload.

Commented [3R1]: But if it's 1:1 advising, what will the other students be doing when it isn't their turn?

Commented [4R1]: BILT/BOLT will provide some details.

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| | order to practice their skills. | <ul style="list-style-type: none"> a. Groups would be limited to 15 and lessons would be done outside or in a large meeting space. <ol style="list-style-type: none"> 3. Choir students would be provided small group lessons based on ensemble (ie. tenor ensemble would meet for their lesson). <ul style="list-style-type: none"> a. Groups would be limited to 15 and lessons would be done outside or in a large meeting space. <p>*Clear safety procedures will need to be developed and applicable staff will need to be trained in “scrub-in/scrub-out” and disinfecting of spaces.</p> |
| 11:20-12:30 | <ul style="list-style-type: none"> ● Lunch & Break <ul style="list-style-type: none"> ○ Advisory A Groups: <ul style="list-style-type: none"> ■ 11:20-11:30 (wash hands & use bathroom) ■ 11:30-12:00 (eat lunch) ■ 12:00-12:30 (recess activity) ○ Advisory B Groups <ul style="list-style-type: none"> ■ 11:20-11:50 (recess activity) ■ 11:50-12:00 (wash hands & use bathroom) ■ 12:00-12:30 (eat lunch) | <ol style="list-style-type: none"> 1. Lunches will be brought to the advisory classroom. 2. Lunches should be eaten in the classroom or outside (weather permitting). 3. Groups will be staggered when using the restroom, eating lunch and going out for recess. <p>*Outdoor spaces will need to be reserved and specific to only one “pod” of students at a time (ie. one group on back fields, one at Donaldson Park, etc.)</p> |
| 12:30-1:50 | <ul style="list-style-type: none"> ● Hands-on enrichment activity including but not limited to PE, Art, STEM, Media, etc. Provided by RMS Staff and/or community organizations. <ul style="list-style-type: none"> ○ Band & choir students would be provided small group lessons during this time in order to practice their skills. <p>*Clear safety procedures will need to be developed and applicable staff will need to be trained in “scrub-in/scrub-out” and disinfecting of spaces.</p> | <ol style="list-style-type: none"> 1. Exploratory teacher would “push-in” to the pod classroom or go outside to provide activity. 2. Advisory teacher would be provided prep/break during this time 3. Band students would be provided small group lessons based on ensemble (ie: woods ensemble would meet for their lesson). <ul style="list-style-type: none"> a. Groups would be limited to 15 and lessons would be done outside or in a large meeting space. 4. Choir students would be provided small group lessons based on ensemble (ie. tenor ensemble would meet for their lesson). <ul style="list-style-type: none"> b. Groups would be limited to 15 and lessons would be done outside or in a large meeting space. |
| 1:50-3:00 | <ul style="list-style-type: none"> ● Community service projects planned by building support staff/admin and facilitated by advisory | <ol style="list-style-type: none"> 1. Community service projects led by RMS Staff and/or outside community partnerships |

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| | <p>teachers.</p> <ul style="list-style-type: none"> Core content synchronous and/or in-person support <ul style="list-style-type: none"> At least two core subject teachers would be available to provide synchronous support for distance learning students and/or in-person support for hybrid students. The content teacher's advisory would need to be participating in an exploratory activity during this time. | <ol style="list-style-type: none"> Band students would be provided small group lessons based on ensemble (ie: woods ensemble would meet for their lesson). <ol style="list-style-type: none"> Groups would be limited to 15 and lessons would be done outside or in a large meeting space. Choir students would be provided small group lessons based on ensemble (ie. tenor ensemble would meet for their lesson). <ol style="list-style-type: none"> Groups would be limited to 15 and lessons would be done outside or in a large meeting space. <p>*Clear safety procedures will need to be developed and applicable staff will need to be trained in "scrub-in/scrub-out" and disinfecting of spaces.</p> |
| 3:00-3:30 | <ul style="list-style-type: none"> Teacher Office Hours | |



Distance and Hybrid Learning Model

| Distance | Hybrid |
|---|--|
| Everyday Check and Connect Community Building | Everyday Check and Connect Community Building |
| 3 Days Scheduled Synchronous Instruction | 3 Days Scheduled Synchronous Instruction |
| 1 Day Virtual Advising (Check and Connect Group) -Group and Individual Advising -CCR Lessons -MH Support -SEL Groups Grade 9 and 11 (Tuesdays) | 1 Day In person Advising (Check and Connect Group is the POD that they stay with) Group and Individual Advising -CCR Lessons -MH Support -SEL Groups Grade 10 and 12 (Thursday) PM Groups-Student Government, Beacons, Etc |
| 2 Days Asynchronous Learning Grades 9 and 11 Thursday and Friday | 2 Days Asynchronous Learning Grades 10 and 12 Tuesday and Friday |
| 1 Day content specific synchronous support | 1 Day content specific synchronous support |

The Richfield High School Distance and Hybrid Learning Model was constructed to address the needs outlined by our families and students through surveys. Synchronous learning will be delivered by teachers throughout the school day and week. All students will have an advisor who will serve the students and families as a single point of contact in the building. This teacher will communicate regularly with families and support students in each of their classes throughout the school year.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|---|---|
| All students Distance Learning with <i>Synchronous Instruction</i> <i>Independent/Asynchronous work time</i> | <u>9th and 11th Grade Hybrid Students: In the building</u> <u>9th and 11th grade Distance Learning Students: Virtual Advisory</u> | All students Distance Learning with <i>Synchronous Instruction</i> <i>Independent/Asynchronous work time</i> | <u>10th and 12th Hybrid Students: In the building</u> <u>10th and 12th grade Distance Learning Students: Virtual Advisory</u> | All Students Distance Learning with <i>Synchronous instruction</i> <i>Independent/Asynchronous work time</i> |

Sample 9th Grade Student Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|--|---|---|
| 8:30-8:50 | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous |
| 8:50-10:00 (Break: 9:20-9:30) | <u>Period 1</u> <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | 9:00-12:00: Virtual Advisory- DISTANCE LEARNING In-Person Advisory- HYBRID LEARNING <ul style="list-style-type: none"> • Individual and Small group synchronous support for academic classes • Specialized Services (ELL and SPED) • College and Career Readiness Synchronous Lessons | <u>Period 4 or 5</u> <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | Distance Learning *Teachers will post lessons by 8:00 am | <u>Period 9</u> <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time |
| 10:10-11:20 (Break: 10:40-10:50) | <u>Period 2</u> <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | | <u>Period 6/7 or 7/8</u> <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | | <u>Period 10</u> <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time |
| 11:20-12:30 | LUNCH and BREAK | 12:00-12:30 LUNCH | LUNCH and BREAK | | LUNCH and BREAK |
| 12:30-1:40 (Break: 1:00-1:10) | <u>Period 3</u> <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | 12:30-3:00 Asynchronous Independent Work Time Or Virtual Access to Beacons and elective Activities | | | In building support available <ul style="list-style-type: none"> • Must sign up • Space is limited • No transportation available |

| | | | | | |
|------------------------------------|-------------------------|--|-------------------------|---|----------------------|
| 1:50-3:00 (Break: 2:20-2:30) | | Synchronous Support for Social Studies and ELA from teachers | | Synchronous Support for Math and Science from teachers | |
| 3:00-3:30 | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours |

- Special Education and ELL services are embedded in the synchronous instruction and independent work times. Lessons are based on student need as deemed appropriate by the teachers and IEP.

Sample 10th Grade Student Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|---|---|
| 8:30-8:50 | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous |
| 8:50-10:00 (Break: 9:20-9:30) | Period 1 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | Distance Learning all teachers post lessons by 8:00 am | Period 5/6 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | 9:00-12:00: Virtual Advisory-DISTANCE LEARNING In-Person Advisory-HYBRID LEARNING <ul style="list-style-type: none"> • Individual and Small group synchronous support for academic classes | Period 9 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time |
| 10:10-11:20 (Break: 10:40-10:50) | Period 2 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | | Period 7/8 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | <ul style="list-style-type: none"> • Specialized Services (ELL and SPED) • College and Career Readiness Synchronous Lessons | Period 10 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time |
| 11:20-12:30 | LUNCH and BREAK | 12:00-12:30 LUNCH | LUNCH and BREAK | 12:00-12:30 LUNCH | LUNCH and BREAK |
| 12:30-1:40 | Period 3 | 12:30-3:00 Asynchronous | Period 9 | 12:30-3:00 Asynchronous | Asynchronous/Independent work |

| | | | | | |
|--|--|---|---|---|--|
| (Break: 1:00-1:10) | <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | Independent Work Time Or Virtual Access to Beacons and elective Activities | <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | Independent Work Time Or Virtual Access to Beacons and elective Activities | time In building support available <ul style="list-style-type: none"> • Must sign-up • Space is limited • Transportation not available |
| 1:50-3:00 (Break: 2:20-2:30) | Period 4 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | Synchronous Support for Social Studies and ELA from teachers | Period 10 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | Synchronous Support for Math and Science from teachers | |
| 3:00-3:30 | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours |

- Special Education and ELL services are embedded in the synchronous instruction and independent work times. Lessons are based on student need as deemed appropriate by the teachers and IEP.

Sample 11th Grade Student Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|---|--|
| 8:30-8:50 | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous |
| 8:50-10:00 (Break: 9:20-9:30) | Period 1 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | 9:00-12:00: Virtual Advisory-DISTANCE LEARNING In-Person Advisory-HYBRID LEARNING <ul style="list-style-type: none"> • Individual and Small group | Period 9 or 10 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | Distance Learning all teachers post lessons by 8:00 | Period 9 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time |

| | | | | | |
|--|--|--|---|--|--|
| 10:10-11:20 (Break: 10:40- 10:50) | Period 2 <ul style="list-style-type: none"> Synchronous Instruction in small groups Independent work time | synchronous support for academic classes <ul style="list-style-type: none"> Specialized Services (ELL and SPED) College and Career Readiness Synchronous Lessons | Period 6/7 or 7/8 <ul style="list-style-type: none"> Synchronous Instruction in small groups Independent work time | | Period 10 <ul style="list-style-type: none"> Synchronous Instruction in small groups Independent work time |
| 11:20-12:30 | LUNCH and BREAK | 12:00-12:30 LUNCH | LUNCH and BREAK | | LUNCH and BREAK |
| 12:30-1:40 (Break: 1:00-1:10) | Period 3 <ul style="list-style-type: none"> Synchronous Instruction in small groups Independent work time | 12:30-3:00 Asynchronous Independent Work Time Or Virtual Access to Beacons and elective Activities | | | Asynchronous/Independent work time In building support available <ul style="list-style-type: none"> Must sign-up Space is limited Transportation not available |
| 1:50-3:00 (Break: 2:20-2:30) | | Synchronous Support for Social Studies and ELA from teachers | | Synchronous Support for Math and Science from teachers | |
| 3:00-3:30 | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | |

- Special Education and ELL services are embedded in the synchronous instruction and independent work times. Lessons are based on student need as deemed appropriate by the teachers and IEP.

Sample 12th Grade Student Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--|--|--|--|--|
| 8:30-8:50 | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous | Check and Connect: Synchronous |

| | | | | | |
|--|--|--|---|--|--|
| 8:50-10:00 (Break: 9:20-9:30) | Period 1 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | Distance Learning | Period 4 or 5/6 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | 9:00-12:00: Virtual Advisory-DISTANCE LEARNING In-Person Advisory-HYBRID LEARNING <ul style="list-style-type: none"> • Individual and Small group synchronous support for academic classes • Specialized Services (ELL and SPED) • College and Career Readiness Synchronous Lessons | Period 9 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time |
| 10:10-11:20 (Break: 10:40-10:50) | Period 2 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | | Period 6/7 or 7/8 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | | Period 10 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time |
| 11:20-12:30 | LUNCH and BREAK | 12:00-12:30 LUNCH | LUNCH and BREAK | 12:00-12:30 LUNCH | LUNCH and BREAK |
| 12:30-1:40 (Break: 1:00-1:10) | Period 3 <ul style="list-style-type: none"> • Synchronous Instruction in small groups • Independent work time | | | 12:30-3:00 Asynchronous Independent Work time Or Virtual Access to Beacons and elective Activities | Asynchronous/Independent work time In building support available <ul style="list-style-type: none"> • Must sign-up • Space is limited • Transportation not available |
| 1:50-3:00 (Break: 2:20-2:30) | | Synchronous Support for Social Studies and ELA from teachers | | Synchronous Support for Math and Science from teachers | |
| 3:00-3:30 | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | |

- Special Education and ELL services are embedded in the synchronous instruction and independent work times. Lessons are based on student need as deemed appropriate by the teachers and IEP.

Athletics Plan:

**Hr 1, 5, 6, 10 named as such to offer elective credit in alt setting and is scheduled as a course offering (change for RCEP)

**Start of student day may shift pending bus routes

- Morning asynchronous time allows teachers to pull data and make adjustments before synchronous time as they check work progress and attendance
- Consistency for students when synchronous time begins
- Allows for late night work schedules and those who work through the night
- Allows for older siblings to get younger siblings ready for the day or help them with their schooling 2-3 times a week
- Teacher schedules also consistent (day and time) for better planning and tracking student progress
- Teacher schedule time to collaborate, plan, and work with students and support staff
- Hybrid in content based classrooms - student choice which content for support (first 8 students per classroom based on capacity)
- May block content area rooms during hybrid
- Students could stay for afternoon in pod class while teacher teaches synchronously
- SEL Whole group check-in before synchronous learning to ground students and teachers for the afternoon
- Advisory groups everyday
- Skinny allows for Special Ed and EL small group and Study skills/job study
- EL is also school wide goal in output domains, pushed into all classes with coaching
- EL and Special Ed can also do individual student support in asynchronous time and can join a “class” during synchronous and hybrid time
- Student schedules will remain the same
- Allows for weekly reports to families and students (SEL, Academics, Attendance?)
- Grab and Go Lunch?

**Time of day for Synchronous/Hybrid could move based on busing and student need

Overview

| <p style="text-align: center;">Monday</p> <p style="text-align: center;">Asynchronous 8:30-11:15</p> <p style="text-align: center;">A Day Hrs 1-5</p> <p style="text-align: center;">Synchronous 11:50-3:25</p> | <p style="text-align: center;">Tuesday</p> <p style="text-align: center;">Hybrid In-Person 8:30-11:15</p> <p style="text-align: center;">B Day Hrs 6-10</p> <p style="text-align: center;">Synchronous 11:50-3:25</p> | <p style="text-align: center;">Wednesday Student Work Day</p> | <p style="text-align: center;">Thursday</p> <p style="text-align: center;">Hybrid In-Person 8:30-11:15</p> <p style="text-align: center;">A Day Hrs 1-5</p> <p style="text-align: center;">Synchronous 11:50-</p> |
|--|--|---|---|
| <p>8:30-11:15 <i>Options:</i> <i>Teacher 1 & 2 Prep 8:30-9:30</i> <i>Teacher 3 & 4 Prep 9:30-10:30</i> Asynchronous-Independent learning and CR for Students</p> <p>Teacher: prep, coaching session, check previous day work and attendance, feedback to students about work, collaboration time, student/parent communication, office hours</p> <p>10:40- 11:15- Student Support</p> <p>11:15-11:45- Lunch</p> | <p>8:30-11:15 for teachers and kids <i>Options:</i> <i>Teacher 1 & 2 Prep 8:30-9:20 and 9:20-9:45 Student Support/Family Communication</i></p> <p><i>Teacher 3 & 4 Prep 10:00-10:50 and 10:50-11:15 Student Support/Family Communication</i></p> <p>Hybrid-Independent learning, CR, Resource time with teachers for students, check-in with support staff and counselor</p> <p>Students can choose which pod for the day for two content support areas For example Rm A - Eng/Math Rm B- SS/Sci *10 students/rm</p> <p>11:15-11:45- Lunch</p> | <p style="text-align: center;">Teacher meetings, PD, collaboration, weekly reporting, Data Check, PLCs</p> | <p>8:30-11:15 for teachers and kids <i>Options:</i> <i>Teacher 1 & 2 Prep 8:30-9:20 and 9:20-9:45 Student Support/Family Communication</i></p> <p><i>Teacher 3 & 4 Prep 10:00-10:50 and 10:50-11:15 Student Support/Family Communication</i></p> <p>Hybrid- Independent learning, CR, Resource time with teachers for students, check-in with support staff and counselor</p> <p>Students can choose which pod for the day for two content support areas For example Rm A - Eng/Math Rm B- SS/Sci *10 students/rm</p> <p>11:15-11:45- Lunch</p> |

| Start of Synchronous Time | Start of Synchronous Time | | Start of Synchronous |
|---|---|--|--|
| Hr 1- 11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective/ Special Ed/EL | Hr 6 11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective /Special Ed/EL | | Hr 1- 11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/El Special Ed/EL |
| Break- 5 mins | Break- 5 mins | | Break- 5 mins |
| Hour 2 - 12:25-1:10 | Hour 7 - 12:25-1:10 | | Hour 2 - 12:25-1:10 |
| Break- 5 minutes | Break- 5 minutes | | Break- 5 minutes |
| Hour 3 - 1:15-2:00 | Hour 8 - 1:15-2:00 | | Hour 3 - 1:15-2:00 |
| Break- 5 minutes | Break- 5 minutes | | Break- 5 minutes |
| Hour 4 - 2:05-2:50 | Hour 9 - 2:05-2:50 | | Hour 4 - 2:05-2:50 |
| Break- 5 mins | Break- 5 mins | | Break- 5 mins |
| Hr 5- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/Support/ Elective/Special Ed/EL | Hr 10- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/Support/ Elective/Special Ed/EL This could also be student support hours | | Hr 5- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/S /Elective/Special Ed/EL This could also be student support hours |
| End of teacher day 3:30 | End of teacher day 3:30 | | End of teacher day 3:30 |

Student Schedule Distance Learner Only with Asynchronous and Synchronous Learning

| Monday | Tuesday | Wednesday Student Work Day | Thursday | Friday |
|--|---|---|---|--|
| Asynchronous 8:30-11:15 A Day Hrs 1-5 Synchronous 11:50-3:25 | Asynchronous 8:30-11:15 B Day Hrs 6-10 Synchronous 11:50-3:25 | | Asynchronous 8:30-11:15 A Day Hrs 1-5 Synchronous 11:50-3:25 | Asynchronous 8:30-11:15 B Day Hrs 6-10 Synchronous 11:50-3:25 |
| 8:30-11:15 Asynchronous-Independent learning and CR for Students 11:15-11:45- Lunch | 8:30-11:15 Asynchronous-Independent learning and CR for Student 11:15-11:45- Lunch | Teacher meetings, PD, collaboration, weekly reporting, Data Check, PLCs | 8:30-11:15 Asynchronous-Independent learning and CR for Student 11:15-11:45- Lunch | 8:30-11:15 Asynchronous-Independent learning and CR for Students 11:15-11:45- Lunch |
| Start of Synchronous Time | Start of Synchronous Time | | Start of Synchronous Time | Start of Synchronous Time |
| Hr 1- 11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective/Special Ed/EL | Hr 6 11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective/Special Ed/EL | | Hr 1- 11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective/Special Ed/EL | Hr 6-11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective/Special Ed/EL |
| Break- 5 mins | Break- 5 mins | | Break- 5 mins | Break- 5 mins |
| Hour 2 - 12:25-1:10 | Hour 7 - 12:25-1:10 | | Hour 2 - 12:25-1:10 | Hour 7 - 12:25-1:10 |

| | | | | |
|--|---|--|--|---|
| Break- 5 minutes | Break- 5 minutes | | Break- 5 minutes | Break- 5 minutes |
| Hour 3 - 1:15-2:00 | Hour 8 - 1:15-2:00 | | Hour 3 - 1:15-2:00 | Hour 8 - 1:15-2:00 |
| Break- 5 minutes | Break- 5 minutes | | Break- 5 minutes | Break- 5 minutes |
| Hour 4 - 2:05-2:50 | Hour 9 - 2:05-2:50 | | Hour 4 - 2:05-2:50 | Hour 9 - 2:05-2:50 |
| Break- 5 mins | Break- 5 mins | | Break- 5 mins | Break- 5 mins |
| Hr 5- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/Support/Elective/Special Ed/EL | Hr 10- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/Support/Elective/Special Ed/EL This could also be student support hours | | Hr 5- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/Support/Elective/Special Ed/EL This could also be student support hours | Hr 10- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/Support/Elective/Special Ed/EL |
| End of teacher day 3:30 | End of teacher day 3:30 | | End of teacher day 3:30 | End of teacher day 3:30 |

Student Schedule in Hybrid Learning

| | | | | |
|--|--|---|--|---|
| Monday Asynchronous 8:30-11:15 A Day Hrs 1-5 Synchronous 11:50-3:25 | Tuesday Hybrid In-Person 8:30-11:15 B Day Hrs 6-10 Synchronous 11:50-3:25 | Wednesday Student Work Day | Thursday Hybrid In-Person 8:30-11:15 A Day Hrs 1-5 Synchronous 11:50-3:25 | Friday Asynchronous 8:30-11:15 B Day Hrs 6-10 Synchronous 11:50-3:25 |
|--|--|---|--|---|

| | | | | |
|--|--|--|--|--|
| | | | | |
| 8:30-11:15 Asynchronous distance learning Independent learning and CR for Students 11:15-11:45- Lunch | 8:30-11:15 <i>In Person</i> Hybrid-Independent learning, CR, Resource time with teachers for students, check-in with support staff and counselor Students can choose which pod for the day for two content support areas For example Rm A - Eng/Math Rm B- SS/Sci *10 students/rm 11:15-11:45- Lunch | Teacher meetings, PD, collaboration, weekly reporting, Data Check, PLCs | 8:30-11:15 for <i>In Person</i> Hybrid-Independent learning, CR, Resource time with teachers for students, check-in with support staff and counselor Students can choose which pod for the day for two content support areas For example Rm A - Eng/Math Rm B- SS/Sci *10 students/rm 11:15-11:45- Lunch | 8:30-11:15 Asynchronous distance learning Independent learning and CR for Students 11:15-11:45- Lunch |
| Start of Synchronous Time | Start of Synchronous Time | | Start of Synchronous Time | Start of Synchronous Time |
| Hr 1- 11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective/Special Ed/EL | Hr 6 11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective/Special Ed/EL | | Hr 1- 11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective/Special Ed/EL | Hr 6-11:50-12:20 Check and Connect/ Advisory SEL/Group/Support/Elective/Special Ed/EL |

| | | | | |
|--|---|--|--|---|
| Break- 5 mins | Break- 5 mins | | Break- 5 mins | Break- 5 mins |
| Hour 2 - 12:25-1:10 | Hour 7 - 12:25-1:10 | | Hour 2 - 12:25-1:10 | Hour 7 - 12:25-1:10 |
| Break- 5 minutes | Break- 5 minutes | | Break- 5 minutes | Break- 5 minutes |
| Hour 3 - 1:15-2:00 | Hour 8 - 1:15-2:00 | | Hour 3 - 1:15-2:00 | Hour 8 - 1:15-2:00 |
| Break- 5 minutes | Break- 5 minutes | | Break- 5 minutes | Break- 5 minutes |
| Hour 4 - 2:05-2:50 | Hour 9 - 2:05-2:50 | | Hour 4 - 2:05-2:50 | Hour 9 - 2:05-2:50 |
| Break- 5 mins | Break- 5 mins | | Break- 5 mins | Break- 5 mins |
| Hr 5- 2:55-3:25 End of Day Check and Connect:Advisory/SEL/Group/Support/Elective/Special Ed/EL | Hr 10- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/Support/Elective/Special Ed/EL This could also be student support hours | | Hr 5- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/Support/Elective/Special Ed/EL This could also be student support hours | Hr 10- 2:55-3:25 End of Day Check and Connect/ Advisory/SEL/Group/Support/Elective/Special Ed/EL |
| End of teacher day 3:30 | End of teacher day 3:30 | | End of teacher day 3:30 | End of teacher day 3:30 |

2020-21 Social Emotional Learning Plan Hybrid/Distance Learning



Figure 1: CASL's Framework for Systemic SEL

Supports for Students and Families will be focused on skill building, enhancing engagement, and supporting social emotional wellness and access to vital resources.

Tiered Interventions

Tiered interventions have been created to support students and families to support engagement, success, and social emotional wellness. This work was completed in deep partnership with Richfield educators, school social workers, outreach workers, and administration.

- [RHS Tiered Intervention *RCEP with considerations](#)
- [RMS Tiered Intervention](#)
- [Elem Tiered Intervention](#)

Student Supports

- Regular student hours for students to drop in with teachers, school counselors, school social workers, outreach workers and student engagement specialists
- School Social Workers are currently developing content and support for the first four days of school, first two weeks of school, and ongoing. Topics include:

| | |
|---------------------------------|--------------------------|
| How to be a Working Student | Breathing and Relaxation |
| What it Means to Distance Learn | What to do with Boredom? |

| | |
|--|--|
| How to Show Up to Class Virtually and in Person | Daily Goal Planning |
| Family and Home Boundaries | Maintaining a Routine |
| Wearing Masks and Face Shields | Grief and Loss |
| What Does it Mean to Social Distance - boundaries and touch | Establishing a Regular Sleep Cycle |
| Parent/Guardian Communication | Using Social Media Appropriately |
| Health Screening and When to Send Student to School | 1:1 Meetings with Students as Needed (determine threshold) |
| Who are my Admin, Social Workers, Sped, Counselors, SES, etc | College and Career Planning during Covid |
| Social Stories about Covid | Creating a routine |
| Healthy Decision Making + Problem Solving | Student Hours |
| Study Habits | Drop In Groups |
| School Belonging and Friendships during DL/Hybrid | How to Successfully Transition from Hybrid to DL |
| Regular Parent/Guardian Groups | How to Ask for Help |
| Parenting/Guardianship during Covid | Resources - RHRC, Food, Housing, Basic Needs |
| Groups and Supports - SEL Time | How to Manage Loneliness and Isolation |
| Second Step | How to Stay Motivated during this Time |
| Sexual Health Curriculum | Babysitting and School - How to be Successful at Both |
| Anti-Bullying | Movement Breaks |
| Global Crisis/Global Pandemic | Relaxation + Anxiety Management |
| Growth Mindset | Anti-Racist/Inclusive Engagement and Interactions |

Parent/Guardian Partnership

- Mini lessons and parent/guardian groups will be offered around supporting online learning, managing isolation, and parenting/caregiving
- Coffee hours with Admin and support staff to discuss needs, celebrate successes, and foster school-guardian partnerships
- Parent/guardian education offered across elementary and secondary with a focus on parenting and caregiving during this time. Likely 6-8 week sessions offered at least 4 times each school year.
- Outreach workers will engage families around student support, resource linking, and parent education and support
- Videos and resources to support distance learning and caregiving
- Resources have been compiled and are provided to families through out of office responses via email, engagement with support staff, and in office spaces in schools

Wondering:

Is it possible to have multi-building EL teaching/collaboration to service students better?

- Ex. Elementary: Newcomers across 4 elementary bldgs assigned to newcomer teacher from RSTEM,
- Ex. Secondary: Newcomer/SLIFE L1 and L2 courses co-taught (Amy and Tristan, for example) if numbers are low at RMS/RHS

Elementary EL Recommendations

Engagement and First 9 Wks

- Cluster ELs into one class to avoid pulling from multiple classes and allow for more collaboration between 2 level of teachers
- More uniform format of lessons
- Have all lesson materials imbedded in Seesaw (e.g. youtube videos)
- Slowly intro new apps and explicitly teach how to access
- Use one way of inviting students to Google Meet (code, link?)
- In first 9 weeks, use synchronous meetings with classroom teachers - do break out sessions with EL student

PD Synchronous and Asynchronous Needs

- How do you present a Google Meet lesson in an effective, engaging way?
- How to do break out groups on Google Meet
- How to keep students engaged with both synchronous and asynchronous teaching
- [Time to collaborate with same grade-level ELL teachers across the district to problem-solve and share ideas](#)

Family/Student Support Needs

- ELs should be priority for hotspots
- Enough chromebooks for every student in a family
- Being intentional and consistent with support staff in contact with families (e.g. one staff per family)
- Home visits (outside for social distancing)

Limit Work Duplication and Confusion

- ELL students are excused from some classroom lessons
- ELL students have one Seesaw lesson and one synchronous lesson a week
- Newcomers have two synchronous lessons/week or come into school
- Clearer guidelines for length of lessons of all teachers (classroom, specialists, ELs, etc) so students aren't as
- Consider having ELs (either all in grade or by level) assigned to one classroom teacher to better streamline s

Secondary EL Recommendations

Recommendations (what worked and we can continue to do/expand upon)

- Use Synchronous time as a "flipped classroom" so that Synchronous time is used for students to produce and interact rather than the teacher delivering content.
- Standardize Asynchronous Lessons: Limit tasks to 3 per lesson (not including attendance)
- Standardize Schoology Pages: Limit items to 5 on the materials page (can unpublish or archive into a folder of completed work)
- Standardize Synchronous tool being used and choose a tool that allows for break-out sessions, muting, chat control
- Standardize the way we share information for teachers in the next grade up (8th to 9th time to meet)

PD Needs

- Make sure all teachers know how to access each other's courses in Schoology
- Align Schoology courses and practices
- Make sure teacher's know how to present their screens while still seeing student faces
- How to post clear lessons focused on the essential learning limited to small number of tasks
- How to create "break-out sessions" and successful synchronous lessons
- How to make engaging lessons that hook students
- Rewards for achievements

Family/Student Support Needs

- Streamline who contacts families
- Manageable amount of students to teacher ratios
- Making sure there are enough hotspots, having ELs be a priority for these
- Support students with "language of technology" they will need to use in distance learning during the first 9 weeks of onboarding
-

Limit Work Duplication and Confusion

- In a model that is 2 days a week, we could do 1 day of an EL lesson and a 2nd day as support for other classes
- Can we have a system for dropping classes for students if we are in distance learning (i.e. drop Pottery class for a newcomer)?
- Possibly combine newcomer classes across buildings (RMS/RHS combined) to maximize the use of our teachers.

[Planning Doc for Distance Learning 20-21](#)

[EL Elementary and Secondary Recommendations for Distance Learning \(20-21\)](#)

LIEP Distance Learning Plan
Modeled after MDE Example Document (revisit and refine for 20-21)

| Goal | Description | Contact for Information |
|---|---|--------------------------------------|
| ELD Instruction (What will EL teachers do?) | Elementary (K-5) (EL teachers will focus on family communication and support while distance-learning is being launched in the district and shift to instruction as more students engage.) <ul style="list-style-type: none">● Pull-out: EL teachers will deliver instruction using Seesaw and following modified scope and sequence for levels 1-4● Co-teaching: EL teachers will meet regularly with content teachers and modify instruction, assignments and assessments to build language proficiency and provide clear expectations for EL students | Director of MLL |
| ELD Instruction (What will EL teachers do?) | Secondary (6-12) <ul style="list-style-type: none">● Pull-out: EL teachers will deliver instruction using Google Classroom or Schoology and follow modified scope and sequence for levels 1-4● Co-teaching: EL teachers will meet regularly with content teachers and modify instruction, assignments and assessments to build language proficiency and provide clear expectations for EL students | Director of MLL |
| Mainstream EL Support (What will content teachers do to support ELs?) | All teachers: <ul style="list-style-type: none">● Provide clear instruction on essential learning targets● Communicate clear expectations for students● Provide feedback to students and/or families regarding mastery of standards● Follow intervention guidelines for struggling students● Contact instructional coaches or EL teachers for support | Building Principals |
| Communicating with Multilingual/Multicultural Families | Building/district outreach workers (Spanish-speaking, Somali-speaking, American Indian) are available to communicate with families. Language Line is available for languages other than Spanish or Somali. Communications from the district will be sent in English and Spanish. Somali outreach worker can be contacted for individual follow up with families. | Director of Student Support Services |

| | | |
|--|--|--|
| | | |
|--|--|--|

[2019-20 EL Collaboration Ideas during Distance Learning](#)

For students receiving special education services, we will continue to provide consistent and structured learning opportunities. Services will align with IEP goals, the model chosen for the fall, and collaboration with families.

Elementary Centerbased: The model provides an option for service provision on site 4 days a week.

Secondary Centerbased: The model provides an option service provision on site for up to 4 days a week.

FYI-

Rubric for assistance in determining need:

https://docs.google.com/spreadsheets/d/13jQx_o0X0C_TAtVhYOCeHi8Q3clrFwxUrHST53-PTk/edit#gid=0

Planning Documents and Need Statements are in the Special Education Planning Folder.

| Hybrid Decision Making Rating Scale - created by RDC group | |
|--|--------------|
| For Ages 3-21: Consideration for Additional Days in a Hybrid Model | Points |
| Number of IEP Goals | |
| Enter a 1 for 1 related service; or 2 for 2 related services; or a 3 if 3 or more related service providers | |
| Enter a 1 if the student has a BIP | |
| Enter a 1 if the student receives para support per their IEP; Enter a 2 if it's specified as a 1:1 para in the IEP | |
| K-12+ ONLY: Federal Setting (1, 2, 3) - SEC building enter "4" | |
| ECSE ONLY: Number of service days per week (1=2 days, 2=3 days, 3= 4 or 5 days) | |
| Enter a 1 if the student is in a Center-Based Program | |
| Enter a 1 if the student receives EL Services or parent requires an interpreter for school communication | |
| Enter the number of goals marked "insufficient progress" on 2020 end of year progress report | |
| Enter a 1 if student participated in less than 50% scheduled service time outlined in IDLP spring of 2020 | |
| | |
| Total Points | 0 |
| | |
| | |
| Guidance (this does NOT mean it's cut and dry) on how to use the points | |
| Little consideration should be given to additional days | 1-10 points |
| Consideration should be given to up to two additional day per week | 11-20 points |
| Consideration should be given to up to three additional days per week | 20+ points |
| | |
| **Please note this rating scale is not a science, just a starting point for discussions | |
| *** This matrix is for data gathering and guidance; it should be used to guide for IEP team discussions for student delivery. | |

QComp-Tchr Dev Planning Document 2020-21

Identify potential topics/areas that you feel we need to address as we plan for 2020-21. We will use this information to set the agendas for our meetings and create timelines for the work to be completed.

| Overall Topic | Additional Information | Priority (High, Medium, Low) |
|---|--|---|
| Frontline forms for PGP and PLC goals and reflections | Need to create new forms for this year that will easily adapt to potential scenarios | High |
| PLC goal guidance / structure | Need to identify potential changes to PLC structure and goals to be more flexible | High |
| PGP goal guidance | Should we suggest they focus on distance learning? | Medium |
| Teacher evaluations | Need to identify changes to what is evaluated based on distance learning or in-person | High |
| Site/SIP goals | MDE recommended using last year's goal. Reallocate award to 1 dolar | Medium |
| Learning Academies | Set parameters around how to deliver LA online, and which platform to use. (Schoology) | Medium |
| Mentor Program | Need to identify changes to the program to support new teacher in the new environment | High |
| Teachers on PIPS | What would Pips look like in DL | Low--perhaps Lisa surveys admin to see if any PIPs in place or new pips |

7/13 Mtg notes

Present: Nancy, Lisa, Aubree, Emily, Jonathan

PGP ... need to change forms

PGP goal setting form questions:

- Have first question be to identify the domain and specific component they will focus on for their PGP goal
- Use growth questions
 - Goal: what do you need to achieve?
 - Reality: What is happening now?
 - Options: What could you do?
 - Will: What will you do?
 - Tactics: How and when will you do it?
 - Habits: How will you sustain your success?

PGP goal reflection form questions:

- Reflect on your progress in achieving your PGP goal.
- What were your successes? How did you celebrate those successes?
- How do you use this learning moving forward?

PLC's ... need to change forms, restructure requirements to better align with PLC best practices and provide flexibility

Change to setting goals for 3 PLC cycles

- Have 2 forms for each cycle
 - The PLC goal setting form will use the 5 State suggested questions (pg 94 of MDE Guidance document) + equity question + SMART goal
 - The PLC cycle reflection form will ask if SMART goal was achieved, ask for data, and ask team to reflect on what was most effective and what was least effective
- Payout will be based on achievement of SMART goal for 2 of 3 cycles
- **TO DO:**
 - 1) determine exact cycles, 2) determine dates for closing cycle goal setting, and 3) determine dates for closing cycle reflection
 - Need to talk with Latanya to determine best structure for cycles that would work for both elementary and secondary (3 of 4 quarters, trimesters, etc.)
- Move \$149 of site goal \$ award to PLC process award

Next steps:

Emily, Aubree, and Jonathan meet to create recommendations for teacher evaluations

Team meets next Monday @ 1:00 to discuss recommendations for teacher evaluations

Notes from MDE Webinar on July 15 (Emily Burt attended)

- must submit site goals to MDE (forms on qcomp website) by October 1 (extension is possible if needed)
- assume statewide tests will occur
- Organizational units--which sites needs goals (contact Kristi Anderson)
- Goals needed for sites/organizational units with 10 or more students
- MDE requests that we keep goal forms in Word Format, no PDFs or Google Docs
- write and submit goals that are based on standardized tests
- if tests do not occur, oversight teams work to reallocate the budget
 - if changes are permanent, do update form
 - if changes are temporary, no need for update form; just make short term changes
- locals have authority to put \$ from site goals into other areas of the program (observation/eval)
- could put \$ toward PD for current or later years
- temporarily change amount for site goal (must communicate this with staff)
- some districts go to 1\$ for site goal, MDE supports this
- must be some money in each category

122A.414 is statute number

- include as many students as possible in goal (MCA will cover fewer students than NWEA)
- goal must be a gain (increase in % of students who meet)
- for site goals assessment must be standardized
- can use same goals from last year, can indicate this on the form. Complete page one, leave 2 and 3 blank
- no more world's best workforce, no longer needed
- In trend data box, can put NA if it is a new test or NA for 19/20 assessment data
- must include grades assessed, standardized assessments used, content area
- need specific numbers on start and end data (to show gain in achievement)
- if using achievement gap goals, show start and end data between groups

Notes from 7/20/2020 meeting

Discussed proposal for observations for Distance Learning from Emily, Aubree, and Jonathan

- Plan for observations that would take place via a virtual format, that would give grace to teachers as they work toward best practices in DL but also encourage growth and exploration of new ideas and instructional strategies.
- For formal evaluations - rate only on Domain One of the Danielson Framework. Teaching. Domain 1 focuses solely on the planning process, but each component within this domain is related to Domains 2 and 3. While reviewers would rate only on Domain 1, our pre and post conversations would include reflection and feedback on Domains 2 and 3. This would allow teachers to take risks with new instructional and/or management strategies.
- Suggest that the observation process take place over a 5 day window, bracketed by pre and post reflective conversations. Staff would share their Schoology/Seesaw lessons with a reviewer and perhaps provide other artifacts such as formative assessments or a recording of a synchronous class/lesson.
- Observing only Domain 1 would also take into account staff on non-teaching rubrics, as all rubrics contain a planning domain.
- Consider adding Domain 4 component A on reflection

In-person observations

- Continue to evaluate previously identified components
- Consider adjusting level of proficiency requirements to recognize additional stress and learning that will be part of this year as teachers move between distance and in-person learning
- Concern for Peer Reviewers: Even if we are in-person should Peer Reviewers be moving between classrooms?

SY 2020-2021 Instructional Technology Deliverables

Purpose: To identify what the RPS staff, students and community can expect from Instructional Technology. All previous year deliverables will remain the same except the table at the end of this document that lists items that we will be sunsetting. Contact Director of Technology Cory Klinge with questions.

| Classroom Instruction | |
|--|--|
| District Supported Applications & Supporting Catalog | <p>RPS will continue to support a wide variety of instructional technology applications including LMS tools, assessment tools, content specific tools, and more. We are proud to include several new tools this year including Screencastify (screen recording), Kami (PDF annotation tool for all users), Common Lit (ELA) and Dreambox (Math).</p> <p>A catalog of all district supported technology applications is being created and will be housed in the portal and staff intranet by 9/1/2020</p> |
| More robust Google Meet for synchronous and asynchronous classroom instruction | <p>We have upgraded to Google Meet Enterprise for enhanced synchronous learning capabilities. Here's what that means: Click Here</p> |
| Ongoing Training | <p>A menu of training options is being planned for workshop week to help staff prepare for whatever model we choose.</p> <p>Individual Schoology Groups have been created for each district supported instructional application. For example, there's a group for Seesaw, a group for Schoology, etc. These groups will be a place for collaboration and support for each application. These groups will be shared via the district supported technology catalog.</p> |
| EC-5 Smart Boards | <p>All EC-5 classrooms and most learning spaces will be outfitted with new SMART panels on wheels. These are self contained and require no projectors.</p> |
| 6-12 SPED Smart Boards | <p>SPED classrooms will be the only rooms with SMART panels from this point forward in grades 6-12. Some rooms may still support old projector based units if construction hasn't been through to improve the space.</p> |
| 6-12 Projection | <p>All grade 6-12 teaching staff will receive a new 2 in 1 laptop with an embedded stylus. The laptop doubles as a tablet and can be used as a slate. The unit can be cast to a wireless streaming appliance on classroom projectors/panels. Training will be provided.</p> <p>SMART notebook WILL be supported in 6-12 as well, but staff will</p> |

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| | need to use it differently-via their 2 in 1's and casting. |
| Schoology Grading | All secondary teachers will be grading in Schoology and have the capability to sync those grades to Synergy with a single click in each classroom gradebook. |
| Student Device Allocation | We are proud to announce that there will be enough Chromebooks available in the fall of 2020 to provide 1 device per child in grades K-12. Issuance of said devices will be planned based on the learning model the district chooses for fall. |
| Human Resources | |
| Onboarding | A comprehensive list of onboarding course options is being created for all staff in Safe Schools and Schoology. Supervisors will be given guidance on how to direct staff to the training catalogues and courses, and will be able to ala carte plan for any new hires on what training modules they want them to complete. |
| Help Desk and Support | |
| Physical Help Desks | <p>At RHS our new IT office and physical help desk has been completed. It will have glass panels and in person support for fall for staff.</p> <p>Media Centers will have various help desk setups with support for students. Sites will need to think about how media centers will function.</p> |
| Virtual Help Desk | <p>Online ticketing continues to be the BEST option for technology support for all staff.</p> <p>651-698-6050 is also an option, but we are asking that staff leave this option to families and students as much as possible. Again, please use the help desk ticketing option on the portal.</p> |
| Family Support | |
| Virtual Help Desk | <p>Families should email the help desk at tech.support@rpsmn.org or call 612-798-6050 for support.</p> <p>Also, IT has added the capability to remote into Chromebook devices off site in order to troubleshoot for families.</p> |
| Physical Help Desk | <p>Broken devices can be swapped for loaners at each site. Families will need to call the technology help desk to arrange drop off and pickup.</p> <p>Sites may arrange for in person technology support for families</p> |

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| | through their media center. IT will support with training, and resources. |
| Training | District webspace will be provided for training resources including videos in English and Spanish, and FAQs. |
| Portal | A parent portal is under construction and should be ready in early fall. It will not be ready for the start of the academic year. Included applications in the portal will be ParentVue, Schoology, Seesaw, and School Pay |
| Student Device Handout | |
| Assistance | <p>IT will partner in the following ways:</p> <ul style="list-style-type: none"> • Assurance that all Chromebook devices are enrolled, repaired, and in working order for the start of the year. 1 per child. • Delivery and staging of devices for students in a common area in your school-preferably a locked media center. This staging means providing an organized collection of Chromebooks ready to issue to families. • Providing labeling for devices. Site prep teams will need to print and place the labels (Lisa Baird will support you on this). RMS, RHS, and RCEP would get new labels for currently issued and stored devices. • Guidance and guidelines on checkout protocols in Destiny. All devices MUST be checked out via Destiny. • IT can pay 1 media specialist and one media para for up to 2 hours of prep before the week of the handout event, and 1 para for 4 more hours during workshop week. • Provide reserves for your site in the event of broken devices. • Provide a process for on site swaps of loaners for broken devices, shipment to IT, repair, and return. • Kiosk mode lock all devices on AUP agreement page until day 1 of school. • Provide one pager for student and family on login and basic navigation in English and Spanish.. • Provide Seesaw onboarding course for students and families and Schoology onboarding course for secondary students. • Staff the virtual help desk for all. Parents, students, and staff. <p>IT will not be able to:</p> <ul style="list-style-type: none"> • Be present at handouts (Cory will circulate events for quality control) • Provide training at your handout events. We plan to train your |

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| | <p>instructional coaches, media specialists, and outreach workers to do so.</p> <p>IT STRONG Recommendations</p> <ul style="list-style-type: none"> • Elementary: Pull all Chromebooks together from all programs and organize by homerooms. Keep touchscreens in K-1. K-2 if you have enough. 2nd grade CAN get regular clamshell models. Remember, we DO NOT need SPED carts, testing carts, etc anymore. • Elementary: Understand the logistics. If a child moves from in person to distance, they use the same device so a high level of understanding by homeroom teachers of their collections is crucial. Devices will go home nightly with all hybrid students. • Elementary teachers will have a cart still and a crate/powerstrip capable of holding 10 more devices in the future. These carts can be used to charge in hybrid. • Secondary: Student device handouts can be organized in any way that works for the site. Let us know if you need assistance rearranging. • Secondary: 6th and 9th new devices as well as supplementary devices will arrive as a bulk collection. They will be enrolled and ready to hand out. New asset tags and labels will arrive ready to be stuck to the devices. • All: Hotspots should be checked out to families with extreme need in partnership with counselors and social workers. This will be a site based model. Sites can request hotspots for families by submitting a ticket. |
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Sunsetting Applications

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| <p>Newsela Pro: NewsELA free will still be available for staff. NewsELA Pro was much too cost prohibitive to maintain.</p> |
| <p>Google Voice: 50 licenses will remain for staff that needs access for calling and receiving calls and texts with families. Alternatives will be presented during workshop week for staff to choose.</p> |
| <p>Google Classroom: We will no longer support Google Classroom for classroom LMS use.</p> |



2020-2021

MINNESOTA STATE HIGH SCHOOL LEAGUE

Approved Fall Sports Seasons

Tennis, Girls:

Start date: August 17
First competition date: August 24
Last date of regular season competition: October 3
End date: October 17
Total weeks including postseason: 9
Maximum number of contests: 11
Maximum number of contests per week: 2
Dual Meets only (No invites or tournaments)
Opponents: Conference, Section, local teams only

Soccer, Boys and Girls:

Start date: August 17
First competition date: August 27
Last date of regular season competition: October 10
End date: October 24
Total weeks including postseason: 10
Maximum number of contests: 11
Maximum number of contests per week: 2
Opponents: Conference, Section, local teams only

Swim & Dive, Girls:

Start date: August 17
First competition date: August 27
Last date of regular season competition: October 17
End date: October 31
Total weeks including postseason: 11
Maximum number of contests: 11
Maximum number of contests per week: 2
Dual Meets only (No invites)
Opponents: Conference, Section, local teams only

Cross Country, Boys and Girls:

Start date: August 17
First competition date: August 27
Last date of regular season competition: October 10
End date: October 24
Total weeks including postseason: 10
Maximum number of contests: 7
Maximum number of contests per week: 2
Dual or Tri meets only (No invites)
Opponents: Conference, Section, local teams only

- All aspects of athletics including meetings, practices, competitions, transportation and facility usage must align with the requirements of the Minnesota Department of Education plan for return to learning, must follow the requirements from the Minnesota Department of Health's Guidance on Youth Sports, and must include the required actions identified in the Governor's Executive Orders.
- The first week of practice should focus on implementing effective protocols and routines for pre-participation screenings, effective social distancing, compliance with all health recommendations, establishment of pod limits of 25 or less, and additional actions that mitigate the spread of disease and enhance safety of students and coaches.
- Athletic programs must follow the identified protocols for students or coaches who have tested positive, are experiencing symptoms consistent with a COVID-19 diagnosis, or have had exposure to an individual who has been diagnosed with COVID-19.
- For schools that are required by localized metrics to be in a distance learning mode, practices are limited to virtual contact only.
- Interscholastic scrimmages will not be allowed.
- Competitions with opponents from bordering states are allowed when less than 50 miles one way and when determined as local. Competitions of greater distances may be approved by the MSHSL with supporting rationale. Any out of state competition must follow MSHSL guidelines for competition types.
- No captain's practices should be held.



Education and Leadership for a Lifetime

2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262, FAX (763) 569-0499 | www.mshsl.org

COVID-19 NOTICE

PLEASE READ CAREFULLY

In accordance with governmental directives, the MSHSL will offer certain activities subject to compliance with local, state, and federal laws, regulations, and guidelines. The Minnesota Department of Health, Minnesota Department of Education and the MSHSL have developed guidance and requirements related to youth sports, use of school facilities and modifications of MSHSL activities designed to keep participants safe and reduce the spread of COVID-19. Even with these measures, the MSHSL cannot guarantee that students or other individuals participating in organized athletic activities ("Participants") will not be exposed to COVID-19. Participants and their parents/legal guardians should consider the risks before participating in any MSHSL activities. It is a shared responsibility to protect everyone from COVID-19 and Participants should follow MDH/CDC guidelines to reduce the risk of exposure, including but not limited to the following:

- Stay home as much as possible;
- Stay at least 6 feet from other people if you are in public places;
- Avoid close contact with people who are sick;
- Wash your hands often, with soap and water. Wash for at least 20 seconds;
- Always wash your hands after being in a public place;
- Always wash your hands after blowing your nose, coughing, or sneezing;
- If soap and water are not available, use hand sanitizer that is at least 60% alcohol;
- Cover your mouth and nose when you cough or sneeze. Cough or sneeze into your elbow or a tissue. Throw used tissues in the trash;
- Wear face coverings/masks that cover your nose and mouth and fit snugly against the sides of your face.

In recognizing the serious nature of the COVID-19 pandemic and the positive impact that participation in MSHSL fine arts activities and athletics has on student participants, it is imperative that students and families know and understand the following:

1. Participating in MSHSL activities is **voluntary**.
2. While participating in MSHSL activities, all laws as well as MSHSL and school rules, guidelines, and protocols related to COVID-19 must be followed.
3. Participant acknowledges the contagious nature of COVID-19, and the Participant understands that there is risk of injury and/or illness from participating in MSHSL activities, including the risk to have direct or indirect contact with individuals who have been exposed to and/or diagnosed with COVID-19.
4. Participant agrees that if he/she is exposed to, or infected by, COVID-19 during the period of participation, they will immediately cease participation and follow Minnesota Department of Health protocols for schools and activities and MSHSL guidelines for notification and return to participation.
5. Participant has signed a separate Eligibility Statement connected to general participation in MSHSL athletics/activities and agrees that the terms of that statement are wholly incorporated into this document and that the terms of this document are incorporated into the Eligibility Statement.

Additional information regarding Activity Participation and COVID can be found at:

- health.state.mn.us/diseases/coronavirus/sportsguide.pdf,
- health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf
- www.mshsl.org
- www.nfhs.org

After School 20-21 Scenario Planning REPORT to Core Team -- 7/21/20

- **3 Highlights from the Planning Teams current work**

- Curriculum change likely at K-8 for consistency across sites
 - Staff may need to support multiple sites
 - Beacons, Community Education or other programs may be involved
 - Rock 'n Read features singing
- Secondary curriculum and format is very transferable to all scenarios
 - May add days based on enrollment
- Parent input is key
 - Parents: Shift thinking to after school programming....
 - 1.What kind of opportunities for academics, enrichment, and recreation?
 - 2.Distance versus in person
 - 3.Time of day and day of week
 - Best schedule with and without transportation

- **1 Question / Wonderings**

- What is the definition of “after school”?
 - what will the hours be... it could be different by grades, school, family, in person and distance

After School 20-21 Scenario Planning Meeting
Meeting #3 -- Friday, July 17, 2020 - ONLINE - 9:00-11:00am

Meeting ID
meet.google.com/tka-qtda-emt

Phone Numbers
[\(US\)+1 806-318-2919](tel:+18063182919)
PIN: 243 369 940#

Norms:

- Practice and presume positive intent
- Seek to understand by respectfully listening to all voices
- Work with purpose and use time effectively by starting and ending on time, clear communication, effective facilitation, and specific agenda
- Participate with professional engagement
- Honor commitments while holding self and others accountable
- Support each other and the organization

Attendees: Johnny Cook, Sarah Egberg, Carole McNaughton-Commers, TJ Stadem, Kasya Willhite, Emily Burt, Colleen Mahoney, Steve Flucas

Facilitator: Carole McNaughton-Commers

Information purpose: Inform, Discuss, Question, Decide, Collect

TIMESHEET LINK: https://docs.google.com/spreadsheets/d/1UZbapsaNLjBArCOtzRdHNVtFZLatDJWVsH_pcll0bBg/edit?usp=sharing

| Information / Purpose | Topic | Notes - Next Steps - Follow Up |
|-----------------------|---|--|
| Inform | Introductions and Updates | <p>Morning summer school for Sarah going well. 120 at RDLS and distance for 130 families. MS is distance learning ____</p> <p>Spartan Camp low number with high engagement, noted a need for students needing to read email -- add a skill for communication methods. Teachers from out of district and accessing our internal tech</p> <p>Elementary is planning for as seamless as possible as we move in and out of distance, hybrid, in person. Keeping formats as consistent as possible.</p> <p>Reminders of taking a step back and realizing we cannot plan for every possibility, sometimes less is more as long as there is high quality. Move questions to the appropriate planning group who can address it!</p> <p>Professional Dev did not meet yet. Qcomp is planning for observing within whatever LMS they're using. Use teachers' plans and around formative assessment.</p> <p>Detailed schedule for all secondary buildings and programs is tricky -- Recommended to set consistent expectations for a time of day when things are available online. Office hours too?</p> <p>Beacons is prepared to go 100% virtual at both sites.</p> <p>Food program will change to provide ready made weekend meals on Fridays. Pick up at Centennial and RMS likely (families) About 60 used it so far</p> |
| | FINISH A DRAFT PLAN -- USE "IF - THEN" FORMAT? | <p><i>(Notes from last meeting about survey)</i></p> <p>Parents: Shift thinking to after school programming</p> |

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| | <p>1. Is the first step for all options to survey families?</p> <p>2. What does it look like for....</p> <ul style="list-style-type: none"> • Curriculum • Delivery models • Staffing • Training | <p>4. What kind of opportunities for enrichment, recreations and academics?</p> <p>5. Distance versus in person</p> <p>6. Time of day and day of week</p> <p>High School age survey</p> <ol style="list-style-type: none"> 1. Online 2. Times of day <p>IF: In Person, THEN K-8:</p> <ol style="list-style-type: none"> 1. Start date tentatively remaining in October 2. Once school starts, gather additional information from families and MDE 3. Using 1:1 Chromebooks and SeeSaw Consider multi age classrooms and family cohorts 4. Work closely at Centennial and RMS with Beacons 5. Purchase curriculum to replace Rock n Read, which features singing 6. Consider Fun Club and Beacons kids being own cohort for health/safety. Limit number of classrooms mixing after school at all sites 7. Think about days and would it be different sets of kids each coming two days? M/W and T/Th or other ideas? <p>Targeted Services Curriculum not same at all 4 elementary schools. Beacons uses Sonday at Centennial; STEM/SH use the Rock n Read, RDLS is different. Change to the same? Elementary team is directed to do the same, yet we need to honor STEM and RDLS somehow</p> <p>THEN 9-12: "Thursday School" (possibly more days) for RHS and RCEP. Based on enrollment</p> <p>Continue as in past -- distance, in person, hybrid already. Be clear with students about expectations, such as procedures for tests and time with the teacher. Beacons assist at RHS support student engagement. Activities and Athletics group also touches this audience.</p> <p>What if <u>a Student</u> needs to switch to Distance Learning? Then we would _____</p> |
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| | | <p>IF: All Distance Learning</p> <p>THEN K-8: No Targeted Services</p> <ol style="list-style-type: none"> 1. Work closely with Beacons, Community Education and others (?) to provide student and family support by 2. How does licensed teacher rule apply if no T.S. ? Beacons or other non-licensed staff pick it up? 3. Homework help model can be a part of this at Cent, RMS <p>STEM, SH, RDLS: _____</p> <ol style="list-style-type: none"> 4. Some teachers distance learning from home, some in classroom within ratio guidelines 5. Survey -- Overall more families wanted in person this summer than space was available. 6. Consider alternatives partnering with child care <p>Curriculum not same at all 4 elementary schools STEM/SH use the same, the other two different Change to the same? Elementary team is directed to do the same, yet we need to honor STEM and RDLS somehow</p> <p>THEN 9-12: Credit recovery will continue in model similar to current summer school</p> <p>_____</p> <p>IF: Hybrid -- same as in person It focuses more on logistics</p> |
| | <p>Questions or notes for other teams or for us!</p> | <p>Plan ahead for how to get non-RPS employees set up in advance as well as trained for use of the RPS access and platforms. Training! Need to</p> <p>Dan K --cleaning before during and after -- who, how much time</p> <p>Best Buy planning ... timeline too far out to include here? Dr Hines</p> |

After School 20-21 Scenario Planning Meeting

Meeting #2 -- Wednesday, July 15, 2020 - ONLINE - 9:00-11:00am

Meeting ID
meet.google.com/tka-qtda-emt

Phone Numbers
(US)+1 806-318-2919
PIN: 243 369 940#

Norms:

- Practice and presume positive intent
- Seek to understand by respectfully listening to all voices
- Work with purpose and use time effectively by starting and ending on time, clear communication, effective facilitation, and specific agenda
- Participate with professional engagement
- Honor commitments while holding self and others accountable
- Support each other and the organization

Attendees: Bob Slater, Lynn Sainati, Carole McNaughton-Commers, TJ Stadem, Emily Burt, Colleen Mahoney, Steven Flucas

Facilitator: Carole McNaughton-Commers

Information purpose: Inform, Discuss, Question, Decide, Collect

TIMESHEET LINK: https://docs.google.com/spreadsheets/d/1UZbapsaNLjBArCOtzRdHNVtFZLatDJWVsH_pcll0bBg/edit?usp=sharing

| Information/ Purpose | Topic | Notes - Next Steps - Follow Up |
|-------------------------|---|---|
| Inform | Introductions and Updates | |
| Discuss, Decide | PLANNING What are the INSTRUCTIONAL pieces we can control / plan: <ul style="list-style-type: none">● Curriculum● Delivery models● Staffing● Training <ol style="list-style-type: none">1. Distance Learning2. In Person | Is the first step to survey families? Social workers are outreaching and we could get their perspectives and bring back to the group Does Beacons operate on guidelines like child care? Staggered times Instead of 25 kids, then 12 in a room What is the plan at non-Beacons site? Teacher leading the distance learning with para in the room with the students. |

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| | | <p>Hire extra paras</p> <p>Apps are used frequently already in the program.</p> <p>Robotics program at RMS would need to change due to health concerns ...maybe add gloves?</p> <p>Group based activities to review</p> <p>Credit recovery - works distance, hybrid or in person.</p> <p>“Thursday School” (possibly more days) for RHS and RCEP. Be clear with students about expectations, such as procedures for tests and time with teacher.</p> <p>Date?</p> <p>Parents: Shift thinking to after school programming</p> <ol style="list-style-type: none"> 1. What kind of opportunities for enrichment, recreations and academics? 2. Distance versus in person 3. Time of day and day of week <p>High School age survey</p> <ol style="list-style-type: none"> 1. Online 2. Times of day <p>IF: In Person, THEN K-8: Work closely at Centennial and RMS with Beacons</p> <p>THEN 9-12:</p> <p>IF: Distance Learning THEN:</p> <p>IF: Hybrid THEN:</p> <p>Promoting our plan -- this is what we are doing -- come and join us!</p> |
| Discuss, Decide | What is one piece of information that your team needs feedback from parents/students on to inform your planning? link | <p>How / When would they access?</p> <p>Something around time of day and mode of getting there....?</p> <p>Would they attend in person even if distance is happening?</p> |

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| | | Parents: If there is an after school program on site, and transportation is not provided, how likely would you be to enroll your child(ren)? |
| | | |

After School 20-21 Scenario Planning Meeting

Monday, July 13, 2020 - ONLINE - 9:00-11:00am

Meeting ID
meet.google.com/tka-qtda-emt

Phone Numbers
 (US)+1 806-318-2919
 PIN: 243 369 940#

Norms:

- Practice and presume positive intent
- Seek to understand by respectfully listening to all voices
- Work with purpose and use time effectively by starting and ending on time, clear communication, effective facilitation, and specific agenda
- Participate with professional engagement
- Honor commitments while holding self and others accountable
- Support each other and the organization

Attendees: Steven Flucas, Colleen Mahoney, Kasya Willhite, Lynn Sainati, Bob Slater, Emily Burt, Carole McNaughton-Commers (other members of the team involved with summer school today: TJ Stadem, Sarah Egberg)

Facilitator: Carole McNaughton-Commers

Information purpose: Inform, Discuss, Question, Decide, Collect

| Information/ Purpose | Topic | Notes - Next Steps - Follow Up |
|-------------------------|--|--------------------------------|
| Share | Team Introductions - Name, building, program, role | |

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| Inform | <p>Review Goals & Timeline</p> <p>Develop the best possible distance learning and in-person instructional models for the 2020-21 school year. Use the information from our Data Day, the provided resources and the survey data to refine both instructional models.</p> <ul style="list-style-type: none"> ● Faculty and staff will actively engage students in a rigorous, meaningful and relevant learning experience. ● Faculty and staff will nurture an environment and educational experience which facilitates connectedness, belonging and warmth. <p>Distance Learning:</p> <ul style="list-style-type: none"> ● Synchronous ● Asynchronous ● Live streaming <p>In-person: In person based on 50% capacity with social distancing</p> <p>Monday 7/13 Wednesday 7/15 Friday 7/17 at 9-11am FIRST DEADLINE: 7/21/20 Monday, July 27 (week of?) receive state guidance</p> | <p>We had wondered (as an after school group) if our plans could be delayed a bit as the other plans get more developed first. Focus on the main, core school day program. The response was to continue to plan and submit our best plan that we can given our time and resources</p> <p>Do we want to have a questions or input document just for our group?</p> |
| Inform | <p>Review Resources</p> <ul style="list-style-type: none"> ● MDH Planning Guide 2020-2021 ● MDE Guidance: Planning 2020-2021 School Year Planning ● Distance Learning notes from Data Day ● Youth, Student & Child Care programs ● COVID-19 Activities & Extracurricular ● Results from MDE family survey ● RPS family survey ____ | <p>Notes from last meeting:</p> <p>Distance: MDH “schools may be open to provide emergency child care or other functions”.</p> <p>Specific ideas are also noted in the MDE document for how to support families</p> |

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| Share, Discuss | <p>QUESTIONS TO ADDRESS</p> <ul style="list-style-type: none"> • How does our plan overlap/coordinate with activities & athletics? • What will be allowed for facility use by community groups wanting to run activities? Priorities, space, etc • Fun Club? • What are the “after school hours”? • What has been happening after school since COVID / mid March? • Successes and challenges identified with what was available? • Summer School learnings • Other Models /Examples / ideas • Core Planning Team Questions document • How would we identify Targeted Services students without the testing data... • Transportation and serving food? • Will we be able to hire enough teachers for Targeted Services? • Will it be on us to allow time and effort into cleaning and physical set ups? More time and space is being used in the schools beyond the “regular day” which needs to be factored in to custodial work | <p>Carole connected with Jared & Dave to recommend Beacons rep. We will keep in touch regarding consistent practices</p> <p>Carole asked Mary and Latanya about Fun Club and essential child care needing any space or staff.</p> <p>If students are EL identified, they would qualify for T.S. MDE will also give guidance as a statewide issue ADSIS may wait until Federal Title I info is out</p> <p>Beacons -- hiring two more staff to plan how to reach kids at home for general check ins and those who would be in distance learning. A virtual model is ready for launch Beacons role at the middle school will need direction</p> <ol style="list-style-type: none"> 1. Academic support role 2. Virtual environments with enrichment <p>Some other districts are talking about bringing in only specialized populations. Those without the funds, resources or linguistics. Newcomers, for example</p> <p>The Rock n Read program is free and provided to district now. Accessible on Chromebooks as Google app</p> <p>Families want to be in school (80%) and transportation cannot do that all at once. Hours of service are up in the air. We will need to be flexible with how we implement</p> |
| Discuss, Decide | <p>Planning</p> <ol style="list-style-type: none"> 1. Distance Learning (scenario 3) 2. In Person at 50% (scenario 1) | <ul style="list-style-type: none"> • Important to note the information below for Distance Learning - no Targeted Services but other groups like Beacons and Community Education can continue. • Concerns include tech access for distance learning • Parents who have difficulty helping at home • What kind of preparation and things can we build in ahead of this starting up? Seesaw, Schoology, other learning for adults. Plan a runway |

| | | |
|--|-----------------------------------|--|
| | | <ul style="list-style-type: none"> ● Will we be able to hire enough teachers for Targeted Services? HR helping plan for subs and quarantine practices, who is the “back up” (in all models) ● What is the threshold of numbers to serve -- need to consider the funding that comes in to pay for running it ● Keeping families and schedules together is another piece... ● Distance Learning = more students per teacher ● T.S. Budget- may be in ok shape, use possibly for staffing? |
| | Focus for our Next Meeting | What are the INSTRUCTIONAL pieces we can control / plan: <ul style="list-style-type: none"> ○ Curriculum ○ Delivery models ○ Staffing ○ Training |

Scenario 1 - In Person

MDE p. 49 - Targeted Services. Students in grades kindergarten through eight and who choose to enroll in the program can be served in seat-based programs outside the core school day and/or school year, e.g., after school, during the summer, during school vacations, etc. Targeted services student membership cannot be generated during the core school day. Students generate membership for each scheduled hour of instruction. Attendance is taken for each hour of scheduled participation. Individual student and teacher schedules must be maintained that support the additional membership hours and class size.

Scenario 2 Hybrid

MDE pg.52 -- Targeted Services. Students in grades kindergarten through eight who chose to enroll and are specifically scheduled to attend a targeted services program outside the core school day and/or year, e.g., after school, during the summer, during school vacations, etc. generate membership hours for scheduled instructional time. Targeted services student membership cannot be generated during the core school day. Students generate membership for each scheduled hour of instruction on-site plus up to an equal number of hours of distance learning time with the teacher while the student is off-site.

Scenario 3 - Distance

MDE Pg 55 Targeted Services. There would be no targeted services programs under a fully distance learning model.

MDH Pg 2-- Distance learning only. This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning. The requirements in this guidance regarding in-person protections would not apply to the general school

community, as students and staff would be utilizing distance learning and would not be gathering in groups on school grounds. **However, schools may be open to provide emergency child care or other functions.**

MDE Page 82 - Community Education is a primary provider for equitable and affordable childcare, early learning, youth, and adult programming in school districts and communities across the state. In order to maintain equity and accessibility, **school districts are encouraged to maintain Community Education programming levels to continue serving Minnesota communities.** As this programming is implemented in fall 2020, Community Education programs must follow the corresponding Minnesota Department of Health guidelines. Districts are encouraged to consider fund transfers to provide equity and access through community education programs to meet the needs of local communities. For more information, see Minnesota Laws 2020, Chapter 116.

MDE Page 83 : Youth, Adult, Seniors, Aquatics, and Adults with Disabilities Enrichment Programming

Community Education is an essential provider for enrichment programming for Minnesotans across the state. Programs should follow the guidelines from [MDH 2020-21 Planning Guidance for Schools](#) and guidance within this document when planning programs, delivery styles and services.

Community Education programs may charge fees for programming. Programs should consider all fee options, including scholarships and flexible funding, to enable participants to access programming opportunities.

RPS Brand Messages:

- Real Community: caring community, rich in diversity and relationships
- Personalized Learning: rigorous, relevant and engaged learning for each student
- Rich Opportunities: inspiring possibilities through academics, arts, music, athletics and activities
- Innovation in Action: transforming how we teach and redefining school



Athletics Distance and In-Person Participation Model

| Distance | In Person |
|--|---|
| 1 Day Scheduled Synchronous Meeting Time (Friday) | Daily Practice and Competition |
| 1 Day Virtual Team Meetings -Groups/position specific -Coaches | Team Specific Schedule -Two competitions a week -Season Shortened -Conference Schedule Only |
| 4 Days Asynchronous Learning Monday, Tuesday, Wednesday, Thursday -Character Lesson -Leadership Development -Guided self-workout -Position specific guidance -Film study | In Person Learning: Schedule by Coaches -Character Development -Leadership Development -Workout schedule -Position specific guidance -Film Study |

*MS Athletics: Intramural Structure offered. No competitive season.

The Richfield High School Distance and in person athletics model was constructed through guidance from MSHSL and in collaboration with ADs in the Tri-Metro Conference. Our goal is to be an added layer of support for our student-athletes. Their mental and emotional health is our first priority. We will continue to help build positive character traits within them while making sure they are staying physically fit.

| MODEL | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|---|-----------------------------|-----------------------------|-----------------------------|--|
| DISTANCE | Asynchronous Lessons Posted | Asynchronous Lessons Posted | Asynchronous Lessons Posted | Asynchronous Lessons Posted | Virtual Team Meeting |
| IN PERSON | Team Specific Information | | | | Academic Support: Monitored through Advisory Check and Connect Program |

Step-by-Step Administrator's Guide for Managing COVID-19

Emergency Paid Sick Leave Under the FFCRA

The Families First Coronavirus Response Act (FFCRA) allows up to two weeks paid leave for employees that are unable to work (or telework) due to the COVID-19 pandemic for six qualifying reasons. This leave applies to all workers, regardless of how long they've been employed. Paid leave rates and available hours will vary based upon the employee's schedule, rate of pay, and qualifying need. This leave may be used intermittently. If an employee takes this leave and returns to work or telework before the exhaustion of this leave, any remaining hours may be used if the employee later becomes eligible for leave for a qualifying reason. Newer employees who already exhausted Emergency Paid Sick Leave while working for a different employer are not eligible for more Emergency Paid Leave through Richfield Public Schools. Federal law limits the total amount of Emergency Paid Sick Leave to a maximum of 80 hours for any combination of the six Emergency Paid Sick Leave qualifying reasons, regardless of whether an employee changes jobs.

Expanded FMLA Leave

The FFCRA also temporarily expands the Family Medical Leave Act to include paid leave for employees who cannot work for child care reasons. The FFCRA provides partially paid leave for employees that are unable to work (or telework) because they need to care for a child due to school closures or unavailable childcare. The closure or unavailability must be related to the COVID-19 pandemic. When an employee requests leave to provide care for a child older than 14 (i.e., age 15 to 17) during daylight hours, the District takes the position that there must be special circumstances existing that require the employee to provide care during the day.

This leave is available to all employees that have been employed for at least 30 days. The first two weeks of the expanded FMLA leave are unpaid, but the employee may take them concurrently with the two weeks of Paid Sick Leave. After two weeks, the expanded FMLA leave is paid for up to ten weeks. This leave **does not** increase the total amount of FMLA leave available to an employee, meaning that an employee will not be eligible if the employee has already exhausted the employee's 12-week FMLA entitlement during the applicable 12-month period. Once paid leave under the FFCRA is exhausted, employees may be eligible for other accrued paid leave, based upon contracts, handbooks and policy and/or for unpaid leave under the FMLA.

Step-by-Step Administrator's Guide for Managing COVID-19

Scenario Key:

Employee has Symptoms
Others

Contact is Reported

Employee Tests Positive

Caring for

| Employee Scenario | Administrator's Steps |
|--|--|
| Employee has COVID-19 symptoms, tests negative, but does not receive any medical diagnosis from the healthcare provider. | <ol style="list-style-type: none"> 1. Inform employee not be at work until their quarantine period is finished, typically at least 10 days since symptom onset, at least 24 hours since resolution of fever without the use of fever-reducing medications and other symptom improvement. 2. Determine if the individual's duties allow for remote work. If so, make arrangements for this. Be clear about expectations regarding work assignments and schedule. If not working remotely, employee enters absences into Frontline. 3. Employee submits the request for paid leave through the FFCRA through COVID-19 Leave Request Form and enters absence into Frontline. FMLA may also apply. 4. HR notifies employee and supervisor of the approval/denial, the type(s) of leave applicable, and dates of leave. |
| Employee reports having casual contact (further than 6 feet and/or less than 15 minutes) with someone testing positive for COVID-19. | <ol style="list-style-type: none"> 1. Encourage employee's use of the Should I Get Tested link. 2. Encourage employee to Practice social distancing and other personal prevention strategies and to be alert for COVID-19 symptoms. 3. Employee may report to work and if no symptoms develop, no positive test result is received and there is no isolation or quarantine order is in place, COVID-19 leave does not apply. |
| Employee with no symptoms had close contact (closer than 6 feet for 15 minutes or more regardless of whether a cloth face mask was used) with someone testing positive to COVID-19. Employee was tested, received negative test results and is living with an individual who has COVID-19. | <ol style="list-style-type: none"> 1. Inform employee not be at work until their isolation period is finished, which is typically 14 days from the last contact. 2. Determine if the individual's duties allow for remote work. If so, make arrangements for this. Be clear about expectations regarding work assignments and schedule. If not working remotely, employee enters absences into Frontline. 3. Employee submits the request for paid leave through the FFCRA through COVID-19 Leave Request Form and enters absence into Frontline. FMLA may also apply. 4. HR notifies employee and supervisor of the approval/denial, the type(s) of leave applicable, and dates of leave. |

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| <p>Employee reports close contact (closer than 6 feet for 15 minutes or more regardless if a cloth face mask was used) with someone who tested positive but has no symptoms, hasn't taken a test and has no diagnosis.</p> <p>Employee is <u>not</u> caring for someone with COVID-19.</p> | <ol style="list-style-type: none"> 1. Provide Employee Guide for COVID-19 Exposure or Diagnosis to employee and encourage use of the Should I Get Tested link. 2. Inform employee not be at work until their quarantine period is finished, which is typically 14 days from the last contact. 3. Determine if the individual's duties allow for remote work. If so, make arrangements for this. Be clear about expectations regarding work assignments and schedule. If not working remotely, employee enters absences into Frontline. 5. If no symptoms develop, no testing is performed and there is no diagnosis, the employee is <u>not</u> eligible for FFCRA, FMLA or sick leave. Follow your absence reporting protocol. |
| <p>Employee requests leave to care for an individual who is either diagnosed with COVID-19 or advised by a health care provider to self-quarantine relative to COVID.</p> | <ol style="list-style-type: none"> 1. Employee submits the request for paid leave through the FFCRA through COVID-19 Leave Request Form and enters absence into Frontline. FMLA may also apply. 2. HR notifies employee and supervisor of the approval/denial, the type(s) of leave applicable, and dates of leave. 3. Provide Employee Guide for COVID-19 Exposure or Diagnosis to employee and encourage use of the Should I Get Tested link. 4. Inform employee not be at work until their quarantine period is finished, which is typically 14 days from the last contact. 5. Determine if the individual's duties allow for remote work. If so, make arrangements for this. Be clear about expectations regarding work assignments and schedule. If not working remotely, employee enters absences into Frontline. 6. Health care provider note is <u>not</u> required upon return. |
| <p>Employee reports having COVID-19 symptoms but does not pursue testing.</p> | <ol style="list-style-type: none"> 1. Provide Employee Guide for COVID-19 Exposure or Diagnosis to employee and encourage use of the Should I Get Tested link. 2. Inform employee not to report to work until their quarantine period is finished, typically at least 10 days since symptom onset, at least 24 hours since resolution of fever without the use of fever-reducing medications and other symptom improvement. Employee enters absence into Frontline. 3. Determine if the individual's health needs and duties allow for remote work. If so, make arrangements for this. Be clear about expectations regarding work assignments and schedule. |

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| | <ol style="list-style-type: none"> 4. FFCRA paid leave does not apply, but FMLA may apply. Follow the established procedures for reporting absences and requesting consideration for FMLA.. 5. Health care provider note is <u>not</u> required upon return. 6. If the employee subsequently pursues testing and tests negative, they should follow the directives of their health care provider and/or Minnesota Department of Health regarding their need to isolate vs. return onsite to work. |
| Employee reports COVID-19 symptoms and is awaiting test results. | <ol style="list-style-type: none"> 1. Inform employee not to report to work until their quarantine period is finished, typically at least 10 days since symptom onset, at least 24 hours since resolution of fever without the use of fever-reducing medications and other symptom improvement 2. Determine if the individual's health needs and duties allow for remote work. If so, make arrangements for this. Be clear about expectations regarding work assignments and schedule. Employee enters absence into Frontline if not working remotely. 3. If the employee is subject to a federal, state, or local quarantine or isolation order related to coronavirus or has been advised to self-quarantine by a health care provider, paid leave through FFCRA may apply. 4. Employee submits the request for paid leave through the FFCRA through COVID-19 Leave Request Form. If the employee is incapacitated, the supervisor may submit the request through the link. FMLA may also apply. HR notifies employee and supervisor of the approval and dates and of leave. 5. Employees subsequently receiving negative test results are to follow the directives of their health care provider and/or Minnesota Department of Health regarding their need to isolate vs. return onsite to work 6. Health care provider note is <u>not</u> required upon return. |

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Employee has tested positive for COVID-19 but has not been present in the workplace since 48 hours before the onset of symptoms.

1. Inform employee not to report to work until their quarantine period is finished, typically at least 10 days since symptom onset, at least 24 hours since resolution of fever without the use of fever-reducing medications and other symptom improvement. Employee should consult with their healthcare provider for advisement on return to work.
2. Determine if the individual's health needs and duties allow for remote work. If so, make arrangements for this. Be clear about expectations regarding work assignments and schedule.
3. Employee submits the request for paid leave through the FFCRA using [COVID-19 Leave Request Form](#). FMLA may also apply. Employee enters absence into Frontline. HR notifies employee and supervisor of the approval and dates and of leave.
4. HR notifies the Minnesota Department of Health at (651) 201-5414 or (877) 676-5414 and shares their guidance with those impacted.
5. Health care provider note is not required upon return.

Step-by-Step Administrator's Guide for Managing COVID-19

Employee has tested positive for COVID-19 and has been present in the workplace since 48 hours before the onset of symptoms.

1. Immediately isolate the employee in the workplace and send employee home.
2. Inform employee not to report to work until their quarantine period is finished, typically at least 10 days since symptom onset, at least 24 hours since resolution of fever without the use of fever-reducing medications and other symptom improvement. Employee should consult with their healthcare provider for advisement on return to work.
3. Determine if the individual's health needs and duties allow for remote work. If so, make arrangements for this. Be clear about expectations regarding work assignments and schedule.
4. Employee submits the request for paid leave through the FFCRA using [COVID-19 Leave Request Form](#). FMLA may also apply. Employee enters absence into Frontline. HR notifies employee and supervisor of the approval and dates and of leave.
5. HR notifies the Minnesota Department of Health at (651) 201-5414 or (877) 676-5414 and shares their guidance with those impacted.
6. Notify both Dan Kretsinger and the Head Custodian of your building of the room(s) that could have been impacted by exposure. Do not share the name of the employee.
7. Identify close work contacts of the person who tested positive for COVID-19 (those who have had at least 15 minutes of contact within 6 feet of the person who is positive) beginning two days before the person's symptoms started. Do not share the name of the individual who tested positive with their coworkers.
8. Tell exposed employees how to keep from spreading COVID-19 to others, including staying home for 14 days from the last day they were exposed to the person with COVID-19 if they work at noncritical businesses, or 10 days from the last day they were exposed to the person with COVID-19 if they work at a critical business. See Scenario A.
9. HR notifies the Minnesota Department of Health at (651) 201-5414 or (877) 676-5414 and shares MDH's guidance with those impacted.
10. HR tracks the number of days that exposed employees stay home. Employees who are sent home who develop symptoms should stay home until all three of these are true: they feel better; it has been 10 days since they first felt sick; and they

Step-by-Step Administrator's Guide for Managing COVID-19

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| | <p>have had no fever for the last three days without using medicine that lowers fevers. This could exceed 10 days.</p> <p>11. Supervisor screens returning employee to make sure they do not have symptoms upon return.</p> <p>12. Health Care provider note is <u>not</u> required upon return.</p> |
| <p>Employee requests leave to care for their child under 18 whose school or childcare closed due to COVID-19.</p> | <p>1. Employee submits the request for paid leave through the FFCRA using COVID-19 Leave Request Form. HR notifies employee and supervisor of the approval/denial, the type(s) of leave applicable, and dates of leave.</p> |
| <p>Upon being assigned to work on- site, the employee meets none of the criteria in any of the previously listed scenarios but reports being fearful and requests to work from home. There is no reported disability nor medical diagnosis. Working remotely is not an option, given their job duties.</p> | <ol style="list-style-type: none"> 1. Ask the employee specifically about their fears and how they could be addressed through PPE, social distancing, physical barriers, rearrangement of physical work space, etc. The ADA does not require reasonable accommodations be considered when there is no disability, but proceed with empathy and a problem-solving mindset. 2. Provide resources to the employee to support them in working through their emotions: <ol style="list-style-type: none"> a. Employee Assistance Program (EAP) https://www.fairview.org/employee-assistance-program-for-employers/. Passcode = richfieldschools (612) 672-2195 or (800) CALL-EAP b. Minnesota Helpline For questions related to the COVID-19 pandemic, call (651)297-1304 Mon.-Fri.: 9 a.m. to 4 p.m. c. Hennepin Mental Health Crisis Line Call: **CRISIS (**274747) |
| <p>What's OK to Say</p> | <ul style="list-style-type: none"> • Employers may ask all employees who will be <u>physically entering the workplace</u> if they have COVID-19 or symptoms associated with COVID-19 or if they have been tested for COVID-19. • Employers may notify employees that, due to their symptoms, their presence would pose a direct threat to health or safety and the employee must leave the premises to isolate. Emphasize that we care about them and their health and safety and need |

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| | them to take precautions to take care of themselves and reduce any potential risk to others. |
| What's NOT OK to Say | <ul style="list-style-type: none">• For employees who <u>work remotely</u>, the employer would generally not be permitted to ask about COVID-19 symptoms or testing unless their fitness for physically entering the workplace is being assessed.• Employers should not ask if employees' family members have been diagnosed or been tested positive for COVID-19.• <u>Do not</u> identify the infected worker's name unless discussing it with HR or management team members who have assigned duties in the COVID-19 reporting or risk management process.• <u>Do not</u> require a sick employee to provide a negative COVID-19 test result or healthcare provider's note to return to work. |

Common Covid-19 Symptoms (CDC):

Fever or chills, Cough, Shortness of breath or difficulty breathing, Fever, Sore throat, Diarrhea, Headache, Muscle or body aches, Nausea or vomiting, Fatigue, New loss of taste or smell, Congestion or runny nose

Resources

- FFCR Employee Rights:
https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA_Poster_WH1422_Non-Federal.pdf
- Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings:
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>
- COVID Reporting Protocol: <https://www.health.state.mn.us/diseases/coronavirus/hcp/report.html>
- Decision Tree for People with Symptoms: <https://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf>
- What to do if an Employee Has Covid: <https://www.health.state.mn.us/diseases/coronavirus/returntowork.pdf>
- COVID-19 and When to Return to Work: <https://www.health.state.mn.us/diseases/coronavirus/returntowork.pdf>
- Guidance for Safely Reopening: https://mn.gov/deed/assets/general-industry-guidance-ACC_tcm1045-432880.pdf
- Public Health Guidance for Community-Related Exposure:
<https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>

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- **Duration of Isolation and Precautions for Adults with COVID-19:**
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html>
- **CDC Coronavirus-19:**
https://www.cdc.gov/coronavirus/2019-ncov/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2Findex.html
- **Minnesota Covid-19 Response:** <https://mn.gov/covid19/>

2020-2021 Planning Guide for Schools

HEALTH CONSIDERATIONS FOR NAVIGATING COVID-19

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. Schools are a critical component of communities and have tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

The spring of 2020 brought about unprecedented changes to our society and our education system. As we look forward to the 2020-21 school year in our pre-kindergarten (pre-K) through grade 12 schools, we anticipate that SARS-CoV-2 – the virus that causes COVID-19 – will continue to circulate. Students, teachers, and other school staff will be at risk for transmitting and acquiring infection. It is important that everyone in the school community take steps to reduce transmission, particularly to those at high risk, while balancing the need to maintain a strong education system that effectively supports staff, students, and communities.

We developed this document to provide pre-K through grade 12 (K-12) school leaders guidance around policies, practices, and strategies that districts and schools must implement and recommendations they should consider to optimize education and promote health and safety, while mitigating risk throughout the school year. Use this guidance document in combination with the additional guidance provided by the Minnesota Department of Education, which includes both strategies for implementation of health guidance in schools, as well as other non-health related considerations for the 2020-21 school year. Additional guidance will be published as the COVID-19 response evolves throughout the summer and into the fall.

Planning for fall

School and district administrators are directed to develop three contingency plans to prepare for the 2020-21 school year using the three scenarios described below:

- **Scenario 1: In-person learning for all students.** In this planning scenario, schools should create as much space between students and teachers as is feasible during the day, but will not be held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom. Activities and extracurricular programming should continue to follow the [COVID-19 Prevention Guidance for Youth, Student, and Child Care Programs \(www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf). This scenario may be implemented if state COVID-19 metrics continue to stabilize and/or improve. All requirements in this guidance apply to scenario 1.
- **Scenario 2: Hybrid model with strict social distancing and capacity limits.** In this planning scenario, schools must limit the overall number of people in school facilities to 50% maximum occupancy. Sufficient social distancing with at least 6 feet between people must occur at all times. If distancing cannot be achieved in a space, the number of occupants must be reduced. Schools must also limit the overall number of people on transportation vehicles to 50% maximum occupancy. Schools must include plans for contactless pick-up and/or delivery of meals and school materials for days that students and staff are not in the school building, as well as implementation of a school-age care program for critical workers. This scenario may be implemented if COVID-19 metrics worsen at the local, regional, or statewide level. Scenario 2 may also be implemented within a school if they experience clusters of cases within a classroom or the school. All requirements in this guidance apply to scenario 2, with additional requirements noted in the Social Distancing and Minimizing Exposure section noted for scenario 2 only.
- **Scenario 3: Distance learning only.** This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning. The requirements in this guidance regarding in-person protections would not apply to the general school community, as students and staff would be utilizing distance learning and would not be gathering in groups on school grounds. However, schools may be open to provide emergency child care or other functions.

How to use this guidance

This guidance document is organized into sections by topic, and within each section the planning elements are further separated into required and recommended practices for each planning scenario.

Required health practices must be implemented by all Minnesota public schools. These practices are foundational to minimizing the risks of exposure to COVID-19 for students, staff, and families. These practices are considered the minimum level of implementation, and schools may not be less restrictive.

Recommended health practices are additional strategies that schools may choose to use to minimize the spread of COVID-19. MDH and MDE recognize there are diverse learning environments that will require teams to use thoughtful strategies when applying guidance to meet the health and safety needs of all students and staff. Not all recommended practices will be possible in all settings, and therefore should be tailored as appropriate.

The following guidance includes sections addressing:

- COVID-19 program coordinator
- Social distancing and minimizing exposure
- Face coverings
- Delivering direct student support services
- Protecting vulnerable populations
- Hygiene practices
- Cleaning and materials handling
- Monitoring and excluding for illness
- Handling suspected or confirmed positive cases of COVID-19
- Water and ventilation systems
- Transportation
- Support mental health and wellness

COVID-19 program coordinator

Requirements: Scenario 1 and 2

- COVID-19 program coordinator - Identify a point of contact for each school building in collaboration with building or district school nurses. This person will communicate concerns, challenges, and lessons learned related to COVID-19 preventive activities as needed with staff, students/families, school and district leadership, and local health officials.

Recommendations: Scenario 1 and 2

- With older students, consider a student counterpart(s) to the COVID-19 program coordinator role to reflect the student experience. This strategy can support student ownership and responsibility for creating a safe and healthy school environment.

Social distancing and minimizing exposure

Social distancing (also called physical distancing) means keeping space between yourself and other people outside of your home. Social distancing is a critical tool in decreasing the spread of COVID-19.

In this planning scenario, schools should create as much space between people as possible during the day, recognizing that it is not always feasible to have 6 feet of social distancing during primary instructional time in the classroom.

Schools are encouraged to continue to use playground facilities for students in their care and use strategies to limit possible exposures. Students of all ages need to move their bodies and stay physically active. Getting outside for fresh air and movement is important to support physical and mental health on a daily basis.

Resource

- [Playground Guidance for Schools and Child Care Programs \(www.health.state.mn.us/diseases/coronavirus/schools/playground.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/schools/playground.pdf)

Requirements: Scenario 1 and 2

- Provide social distancing floor/seating markings in waiting and reception areas.
- Systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing. Consider reducing capacity or adding routes to allow for more physical space between riders. See Additional Requirements: Scenario 2, below, for transportation-related requirements specific to Scenario 2.

- Systematically review and evaluate classroom capacity with the goal of creating as much space between people as possible, recognizing that it is not always feasible to have 6 feet of social distancing during primary instructional time in the classroom. Consider reducing class sizes or using alternative spaces with greater capacity to allow for more physical space between people.
- Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times they may congregate (e.g., during lunch, arrival and dismissal, restrooms, locker rooms, etc.).
- Have staff monitor arrival and dismissal to curtail congregating and ensure students go straight from vehicle to their classroom, and vice versa.
- Nonessential visitors, volunteers, and activities involving external groups or organizations should be restricted.
- Discontinue self-service food or beverage distribution in the cafeteria. Meals, snacks, and beverages served at school must be individually packaged, wherever possible. Where individual packaging is not possible, food and beverages must be served directly to students. As always, ensure the safety of children with food allergies.

Additional Requirements: Scenario 2

- Limit the number of people in school facilities and on transportation vehicles to 50% maximum occupancy.
- Ensure sufficient social distancing with at least 6 feet between people at all times when in school facilities. See Additional Requirements: Scenario 2, below, for transportation-related requirements specific to Scenario 2.
- Implement contactless pick up and/or delivery of meals and school materials for days that students and staff are not in the school building.
- Implement a school-age care program for critical workers.

Requirements: Scenario 3

- Implement contactless pick up and/or delivery of meals and school materials.
- Implement a school-age care program for critical workers.

Recommendations: Scenarios 1 and 2

- Develop and keep students and staff in small cohort groups that stay together as much as possible throughout the day and from day to day. Limit mixing between cohort groups as much as possible (e.g., during lunch in the cafeteria, bathroom breaks, arrival and dismissal, free periods, recess, etc.).
 - Cohorting is defined on the Centers for Disease Control and Prevention's (CDC) [FAQ for School Administrators on Reopening Schools \(www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools-faqs.html\)](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools-faqs.html).
- Minimize opportunities for exposure (especially when students are around each other for 15 minutes or more) by ensuring social distancing of at least 6 feet between people whenever possible. For example, evaluate classrooms and other available spaces to ensure classrooms are large enough or class sizes are small enough to create space between students and staff.

- Arrange classroom seating so that students are separated from one another by 6 feet when feasible. If it is not possible to arrange seating 6 feet apart, consider turning all desks to face in the same direction (rather than facing each other).
- Consider the use of transparent dividers (e.g., plexiglass) to separate people.
- If social distancing is not possible in the cafeteria, have meals delivered to the classroom or have students bring food from the cafeteria back to their classrooms to eat.
- Use visual aids to illustrate appropriate spacing and traffic flow throughout the school building (e.g., designating hallways or entrances as one-way and posting directional reminders on the walls and/or floor).
- Reconfigure common areas by spacing out furniture to minimize crowding. Consider closing off common seating areas if it is observed that social distancing is routinely compromised. Do not allow multiple groups into common areas.
- Stagger arrival and dismissal times to minimize crowding. Whenever possible, student pick-up and drop-off should occur outside.
 - Utilize visual cues, signage, and barriers to direct traffic flow and demonstrate social distancing.
 - Consider dividing entry points rather than funneling all students through the same entry space.
- Provide frequent reminders for students and staff to stay at least 6 feet apart from one another when feasible.
- Place physical barriers such as plexiglass for protection at reception desks or other similar areas.
- Whenever possible, hold physical education and music classes outside and encourage participants to spread out. Consider using visual cues to demonstrate physical spacing.
 - Arrange the space for singing sessions so that people are separated from one another by 6 feet when feasible and consider having all participants face in the same direction (rather than facing each other).
- Discontinue activities that bring together large groups of people or activities that do not allow for social distancing, including assemblies, in-person field trips, large group use of playground equipment simultaneously, etc.
- Consider allowing staff to use alternate spaces (e.g., telework) for discretionary preparation time.

Face coverings

All students, staff, and other people present in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.

Face coverings are meant to protect other people in case the wearer does not know they are infected.

Types of allowable face coverings include:

- Paper or disposable mask
- Cloth face mask
- Scarf
- Bandanna
- Religious face covering

The covering should cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. A face covering is not meant to substitute for social distancing, but is especially important in situations when maintaining a 6-foot distance is not possible.

Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.

A face shield (a clear plastic barrier that covers the face) allows visibility of facial expressions and lip movements for speech perception and may be used as an alternative to a face covering in the following situations:

- Among students in Kindergarten through grade 8, when wearing a face covering is problematic.
- By teachers (all grades), when wearing a face covering may impede the educational process.
- For staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- For staff providing direct support student services, when a face covering impedes the service being provided.

For optimal protection, the face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.

Staff, students, and other people present in the school building or in district offices may temporarily remove their face covering or face shield in the following situations:

- Face coverings may be temporarily removed when engaging in indoor physical activity (e.g., during recess, after school sports, or when exercising in a gym) where the level of exertion makes wearing a

face covering difficult, and during classes or activities held outdoors. People participating in these activities should maintain 6 feet of distance while doing so to the extent feasible.

- Pre-kindergarten students age 5 years and younger participating in programming in a school building or district office. Pre-kindergarten programs are subject to the Executive Order requirements and related guidance applicable in child care settings; see [Masking Requirements for Child Care \(www.health.state.mn.us/diseases/coronavirus/schools/masks.html\)](http://www.health.state.mn.us/diseases/coronavirus/schools/masks.html). Pre-kindergarten children who are at least 2 years old may wear face coverings if they can do so in compliance with CDC guidance on [How to Wear Cloth Face Covering \(www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html\)](http://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html) (e.g., without frequently touching or removing the covering).
- Face coverings may be temporarily removed to eat or drink, but care should be taken to maintain as much space as possible between people, recognizing it is not always feasible to maintain 6 feet of distance from others.
- During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument. Performers should maintain 6 feet or greater of physical distance from others while participating in the activity to the extent possible, and should replace their face covering as soon as the activity is completed.
- People who are entering the school building during the day may be required by school staff to briefly remove their face covering for the purposes of checking identification.
- Staff working alone in their offices, classrooms, vehicles, or other job locations who do not have any person-to-person interaction.
- Staff working in communal spaces (e.g., at desks or in cubicles) that have barriers such as plexiglass or cubicle walls between employees that are above face level.
- When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

Requirements: Scenario 1 and 2

- Develop and implement policies for face coverings and ensure the policy is clearly posted and communicated to students, staff, families, and potential visitors to the school building.
 - The use of suspension for students as a consequence of not wearing a face covering is strongly discouraged.
 - School leaders should work with students who cannot tolerate face coverings due to legitimate health reasons (e.g. health conditions, disability, etc.) and work to create a school climate that will combat stigma and bullying of these students.
- Schools must provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it meets the minimum requirement of covering the nose and mouth. While schools may choose to initially allot a certain number of face coverings and/or face shields to each employee and student, they should also maintain extra supply for staff and students who forget to bring them.

- Teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.

Share resources about face coverings and face shields staff, students, and families:

- Executive Order 20-81 (see [Executive Orders from Governor Walz: mn.gov/governor/news/executiveorders.jsp](https://www.mn.gov/governor/news/executiveorders.jsp))
- [Masks and face coverings \(www.health.state.mn.us/diseases/coronavirus/prevention.html#masks\)](https://www.health.state.mn.us/diseases/coronavirus/prevention.html#masks)
- [Face Covering Requirements and Recommendations under Executive Order 20-81 \(www.health.state.mn.us/diseases/coronavirus/facecover.html\)](https://www.health.state.mn.us/diseases/coronavirus/facecover.html)
- [Frequently Asked Questions About the Requirement to Wear Face Coverings \(www.health.state.mn.us/diseases/coronavirus/facecoverfaq.html\)](https://www.health.state.mn.us/diseases/coronavirus/facecoverfaq.html)
- [How to Safely Wear and Take Off a Face Covering \(www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf\)](https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf)
- [Use of Face Coverings to Help Slow the Spread of COVID-19 \(www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html\)](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html)
- [Best Practice for Masks: Considerations for People with Disabilities and Special Health Needs \(www.health.state.mn.us/diseases/coronavirus/guidemasks.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/guidemasks.pdf)
- [Moving Personal Protective Equipment into the Community: Face Shields and Containment of COVID-19 \(jamanetwork.com/journals/jama/fullarticle/2765525\)](https://jamanetwork.com/journals/jama/fullarticle/2765525)
- [COVID-19 Personal Protective Equipment: Doffing Step by Step \(www.nebraskamed.com/sites/default/files/documents/covid-19/covid-19-personal-protective-equipment-doffing-step-by-step.pdf\)](https://www.nebraskamed.com/sites/default/files/documents/covid-19/covid-19-personal-protective-equipment-doffing-step-by-step.pdf)

Delivering direct student support services

School staff will need to be in close contact with students when they provide certain services within the school setting, including: evaluation for service eligibility; screening for developmental or other health conditions; personal care services; and specialized instruction and related services for students with special health care needs or disabilities. Personal protective equipment must be used to reduce the risk of COVID-19 transmission during the provision of these and other services that require close, physical and prolonged contact.

For more information, refer to the [Guidance for Delivering Direct Student Support Services: Staff Protective Equipment \(www.health.state.mn.us/diseases/coronavirus/schools/directsupport.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/schools/directsupport.pdf). This guidance applies when planning for all scenarios.

Protecting vulnerable populations

The CDC considers the following people to be at high risk for severe illness due to COVID-19:

- Older adults
- Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease
- Have underlying medical conditions, including:
 - Chronic lung disease (COPD)
 - Serious heart conditions
 - Compromised immune system
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Obesity (body mass index of 30 or higher for adults or a body mass index at or above the 95th percentile in children)
 - Sickle cell disease

Current data regarding the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19 is limited and may change as the science evolves. The CDC has noted additional conditions for which people might be at increased risk for severe illness from COVID-19 at [People with Certain Medical Conditions \(www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html\)](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html).

Requirements: Scenario 1 and 2

- Create a process for students/families and staff to self-identify as high risk for illness due to COVID-19. Have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Evaluate all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 Plans) for accommodating students with special health care needs and update as needed to decrease their risk for exposure to COVID-19.
- Offer distance learning to enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

Hygiene practices

Requirements: Scenario 1 and 2

- Ensure the availability of appropriate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer, paper towels, disinfectant wipes, and tissues) and strategically place supplies in areas where they may be frequently used.
 - Review [MDH's Recommended Supplies for Schools \(www.health.state.mn.us/diseases/coronavirus/schools/supplies.html\)](https://www.health.state.mn.us/diseases/coronavirus/schools/supplies.html).
 - Develop processes to frequently check and refill supplies at the point of use (e.g., hand sanitizer available near shared equipment, hand sanitizer near school building entrances/exits, etc.).

- Build routines of hand hygiene into the daily school schedule for all students and staff, including handwashing and sanitation breaks during or between classroom activities. Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students.
 - Supervise the use of hand sanitizer by students.
 - Ensure that children and staff with sensitivity or skin reactions to hand sanitizer can use soap and water.
 - Reinforce handwashing during key times including but not limited to: arrival and dismissal; before, during, and after preparing or eating food; after using the bathroom; after blowing one's nose, coughing, or sneezing; after touching objects with bare hands that have been handled by other people.

Recommendations: Scenario 1 and 2

- Use media, posters, and other tactics to promote health etiquette expectations in highly visible locations.

Cleaning and materials handling

Requirements: Scenario 1 and 2

- Establish a schedule for routine environmental cleaning and disinfection of high-touch surfaces and shared equipment throughout the school day. Increase the frequency of disinfection during high-activity periods.
- Use [EPA-approved disinfectant for SARS-CoV-2 \(www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19\)](https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19). All antimicrobial products (sterilizers, disinfectants, and sanitizers) that claim to prevent, destroy, repel or mitigate a pest or the growth of unwanted organisms are pesticides and are required to be registered by the U.S. Environmental Protection Agency (EPA). See the definition of a pesticide, according to [Minnesota Statute 18B.01 \(www.revisor.mn.gov/statutes/cite/18B.01\)](https://www.revisor.mn.gov/statutes/cite/18B.01).
 - **Alternative disinfection methods:** The efficacy of alternative disinfection methods, such as ultrasonic waves, high intensity UV radiation, and LED blue light against COVID-19 virus is not known. EPA does not routinely review the safety or efficacy of pesticidal devices, such as UV lights, LED lights, or ultrasonic devices. Therefore, EPA cannot confirm whether, or under what circumstances, such products might be effective against the spread of COVID-19. For more information, visit: [Disinfecting Your Facility \(www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html\)](https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html).
- **Do not use cleaning products or disinfectant near children.** Staff should ensure there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes. Securely store products away from children.

Always carefully read, understand, and follow all product label directions and precautions appearing on (or included with) the containers. Registered disinfectant labels will have a “Directions for Use” section that states how the product should be applied. Statements such as, “Keep out of reach of children,” means children should not use the disinfectant or disinfectant wipe.

- [Six Steps for Safe and Effective Disinfectant Use \(www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf\)](https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf)
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., by dedicating supplies or equipment to individual students) or limit the use of supplies and equipment to one small classroom cohort group at a time, allowing for time to clean and disinfect between use.
 - Avoid sharing electronic devices, books, toys, and other games or learning aids when possible, and ensure cleaning between uses.
 - Have students keep personal items in individually labeled cubbies, containers, desks, or lockers.
- Handle nondisposable food service items minimally and wash them with hot water and soap or in a dishwasher.

Recommendations: Scenario 1 and 2

- Discourage the use of items that are difficult to clean or disinfect.

Cleaning and materials handling resources

- [COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs \(www.health.state.mn.us/diseases/coronavirus/schools/clean.html\)](https://www.health.state.mn.us/diseases/coronavirus/schools/clean.html)
- [Frequently Asked Questions About COVID-19 for Facility Services and Cleaning Staff \(www.health.state.mn.us/diseases/coronavirus/schools/cleanfaq.html\)](https://www.health.state.mn.us/diseases/coronavirus/schools/cleanfaq.html)
- [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes \(www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html\)](https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html)
- [Playground Guidance for School and Childcare Programs \(www.health.state.mn.us/diseases/coronavirus/schools/playground.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/schools/playground.pdf)
- [Hand Hygiene \(www.health.state.mn.us/people/handhygiene/index.html\)](https://www.health.state.mn.us/people/handhygiene/index.html)
- [Cover Your Cough \(www.health.state.mn.us/people/cyc/index.html\)](https://www.health.state.mn.us/people/cyc/index.html)

Monitoring and excluding for illness

Regular screening for symptoms and ongoing self-monitoring throughout the school day can help to quickly identify signs of illness and help reduce exposure. Staff and students should be encouraged to self-monitor symptoms throughout the day. Staff or students who develop symptoms during the school day must notify school health services or another identified point of contact in the school building immediately.

CDC does not currently recommend universal testing to inform admitting students or staff into school. Viral testing only determines infection at the point in time the test occurs, and may miss cases in the early stages of infection. It is not known whether previous infection and recovery from COVID-19 illness protects people from reinfection.

Requirements: Scenario 1 and 2

- Educate staff, students, and families about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school.
- Require that staff and students stay home if:
 - They have tested positive, are waiting for a test result, or are showing COVID-19 symptoms, until they meet criteria (see MDH Decision Tree, below) for return.
 - [What to Do if You're Waiting for COVID-19 Test Results \(www.health.state.mn.us/diseases/coronavirus/waiting.pdf\)](http://www.health.state.mn.us/diseases/coronavirus/waiting.pdf).
 - They have recently had close contact with a person with COVID-19, until they meet criteria for return.
 - [What To Do if You Have Had Close Contact With a Person With COVID-19 \(www.health.state.mn.us/diseases/coronavirus/contact.pdf\)](http://www.health.state.mn.us/diseases/coronavirus/contact.pdf).
 - Follow the [MDH Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs \(www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf\)](http://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf) to determine who must stay home and when staff or students may return.
- Conduct symptom screening where feasible for any person entering the school building. This includes staff, students, family members, and any other visitors physically entering the school building. Several example screening methods are outlined in [CDC: Examples of Screening Methods \(www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren\)](http://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren).

If it is not feasible to conduct health screenings given the setting:

- Provide parent education about the importance of monitoring symptoms and staying home while ill through classroom applications and other district messaging.
 - Ask about access to thermometers and consider implementing temperature checks for households that do not have one.
 - Use existing outreach systems to provide text and email reminders to staff and families to check for symptoms of household members in the morning and evening.
- Communicate expectations and processes for the symptom screening method(s) selected for staff, students, and families.
 - Establish action steps to care for students and/or staff who arrive ill and do not pass screening.
 - Develop plans for backfilling positions of employees on sick leave and consider cross-training opportunities to allow for changes of staff duties as needed.

Recommendations: Scenario 1 and 2

- Conduct daily temperature screening for all people entering the school facility or boarding a school transportation vehicle.
 - Fever is defined as 100.4°F or greater.
 - Review [CDC: Examples of Screening Methods \(www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren\)](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren) to determine any personal protective equipment (PPE) needs depending on the screening method selected.
 - Consider offering a parent/guardian a documentation form for temperature screening.
- Establish and enforce sick policies to prevent the spread of disease, including:
 - Enforcing staff staying home if sick.
- Establish liberal use of sick leave for employees and sick days for students.

Handling suspected or confirmed positive cases of COVID-19

One mitigation strategy alone will not eliminate the spread of COVID-19, but the thoughtful combination of multiple strategies taken together may substantially reduce the risk of transmission. All members of the school community, including staff, students, families, visitors, and others must be vigilant in monitoring for symptoms of illness and protect others by staying home when they are feeling ill and following COVID-19 specific exclusion and self-quarantine guidance when appropriate.

Requirements: Scenario 1 and 2

- Designate a staff person who will be responsible for responding to COVID-19 concerns (e.g., school nurse) and will help coordinate with local health authorities regarding positive COVID-19 cases. All school staff and families should know who this person is and how to contact them.
- Put systems in place to allow staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with applicable laws and privacy policies, including the Family Educational Rights and Privacy Act (FERPA).
- Post signage at main entrance(s) requesting that people who have been symptomatic not enter the building.
- Follow the MDH [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs \(www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf) to determine when a student or staff member may return to school following illness or COVID-19 testing.
 - It is not required for students or staff members to have documentation of a negative viral test or a letter certifying release from isolation in order to return to school, but they must follow guidance regarding when to return to school.

- Establish a dedicated space for symptomatic people who are waiting to go home. Distinguish this space from areas where student health services will be delivered to those who are well and need routine types of care (e.g., medication administration or first aid).
 - The designated space should accommodate social distancing of at least 6 feet for multiple people if needed.
 - Develop cleaning processes for the dedicated space between uses and as needed.
- Immediately isolate symptomatic people in the designated space at school and send them home.
- Ensure that symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is at least 6 feet away. Both the symptomatic student and the supervising adults should wear a face covering or a surgical mask.
 - Do not place face coverings or surgical masks on anyone who is unconscious or has trouble breathing, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to developmental, medical, or behavioral health needs.
- Implement cleaning and disinfecting procedures following the [COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs \(www.health.state.mn.us/diseases/coronavirus/schools/clean.html\)](https://www.health.state.mn.us/diseases/coronavirus/schools/clean.html).
- Develop a plan for how to transport an ill student or staff member home or to medical care if needed.
- Notify MDH of confirmed COVID-19 cases among students and staff (as required by Minnesota Rules, Chapter 4605.7050). An MDH inbox has been established for school COVID case reporting: health.schoolcc.followup@state.mn.us.
- Develop systems for notifying staff, families, and the public as needed if a person with COVID-19 was on the school premises while infectious. Do this in coordination with local health officials while maintaining confidentiality in accordance with FERPA and all other state and federal laws.
- Develop strategies to maintain engagement and offer distance learning activities for students who cannot be physically present in the classroom due to illness or exposure.

Water and ventilation systems

Reduced use of water and ventilation systems can pose health hazards when reopening a building after it has been closed for a long period of time. Stagnant or standing water in pipes poses an increased risk for *Legionella* species and other bacteria.

Recommendations: Scenario 1 and 2

- Take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after a prolonged facility shutdown. Follow [CDC's Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation \(www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html\)](https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html).

- Clean and sanitize drinking fountains, and encourage staff and students to bring their own water, use cups, or other alternative procedures to minimize use and touching of water fountains.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms, etc.) to students and staff using the facility.
- Do not open windows and doors if doing so poses a safety or health risk to staff or attendees (e.g., risk of falling or triggering asthma symptoms).
- If portable ventilation equipment like fans are used, take steps to minimize air from them blowing from one person directly at another person to reduce the potential spread of any airborne or aerosolized viruses.
 - See [CDC: Considerations for Events and Gatherings \(www.cdc.gov/coronavirus/2019-ncov/community/large-events/considerations-for-events-gatherings.html\)](https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/considerations-for-events-gatherings.html).

Resources for ventilation

- [CDC: Resuming Business Toolkit \(www.cdc.gov/coronavirus/2019-ncov/downloads/community/Resuming-Business-Toolkit.pdf\)](https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/Resuming-Business-Toolkit.pdf)
- [Coronavirus \(COVID-19\) Response Resources from ASHRAE and Others \(www.ashrae.org/technical-resources/resources\)](https://www.ashrae.org/technical-resources/resources)

Transportation

Requirements: Scenario 1 and 2

- Systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing. Consider reducing capacity or adding routes to allow for more physical space between riders. See Additional Requirements: Scenario 2, below, for transportation-related requirements specific to Scenario 2.
- All persons driving or riding in a school transportation vehicle must wear a face covering. Please reference the Face Coverings section above for additional details. An extra supply of face coverings should be maintained on school transportation vehicles for riders who forget to bring them.
- Arrange seating to maintain 6 feet of distance between the driver and all riders.
- Clean and disinfect transportation vehicles regularly, focusing on frequent cleaning of touched surfaces in the vehicle (e.g., surfaces near the driver's seat, hard seats, door handles, seat belt buckles, light and air controls, doors and windows, grab handles) between routes.
- Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Follow the symptom screening protocol outlined in the Monitoring and Excluding for Illness section, above, for any person entering a school transportation vehicle. Consider the option of a

parent/guardian attestation. People must stay home and not board transportation if they are experiencing symptoms of COVID-19 or have been exposed to someone positive for COVID-19.

- Require that people who become ill during the day not use group transportation to return home.
 - Create a plan for getting students home safely if they are not allowed to board the vehicle.
 - If a driver becomes sick during the day, they must follow protocols outlined for people who are ill and must not return to drive students.

Additional Requirements: Scenario 2

- Limit the number of people on transportation vehicles to 50% maximum occupancy.
- Create as much space between riders as possible, recognizing that it is not always feasible to maintain 6 feet of social distancing. Household members may be seated in rows together. Consider reducing capacity or adding routes to allow for more physical space between riders.

Recommendations: Scenario 1 and 2

- Provide hand sanitizer to support healthy hygiene behaviors on all school transportation vehicles for safe use by staff and older children.
- Consider using assigned seating for riders to assist with rapid contact tracing in the event there is a positive case who rode on a school transportation vehicle while potentially infectious.
- Consider keeping windows open if appropriate and safe while the vehicle is in motion to help increase air circulation.

Support mental health and wellness

The COVID-19 pandemic is causing a tremendous amount of stress, fear, and anxiety for many people. It's important that Minnesotans have access to the mental health care resources they need to stay well during this challenging time. Schools can play an important role in helping students and staff cope, access needed resources, and build resilience.

Requirements: Scenario 1 and 2

- Provide staff, families, and students (age-appropriate) with information on how to access resources for mental health and wellness.

Recommendations: Scenario 1 and 2

- Increase capacity to offer social support services by increasing the number of professionals on-site.
- Encourage staff, students, and families to talk with people they trust about their feelings and concerns regarding COVID-19.

Resources for supporting mental health and wellness

- [Supporting Mental Wellbeing During COVID-19 \(www.health.state.mn.us/communities/mentalhealth/support.html\)](http://www.health.state.mn.us/communities/mentalhealth/support.html)
- [Mental Health Support \(mn.gov/covid19/for-minnesotans/get-help/mental-health.jsp\)](http://mn.gov/covid19/for-minnesotans/get-help/mental-health.jsp)
- [Tips and Resources for Children and Parents During COVID-19 \(www.health.state.mn.us/communities/mentalhealth/children\)](http://www.health.state.mn.us/communities/mentalhealth/children)
- [Helping Children Cope \(www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html\)](http://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html)

Future guidance

This document offers broad guidance to support scenario-based planning. Supplemental guidance and tools will be updated and released by MDH and MDE as more is learned from experiences in Minnesota and as directed by the CDC.

Resources

- [American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-entry \(services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/\)](http://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/)
- [Minnesota Stay Safe Guidance for Schools, Colleges, and Universities \(staysafe.mn.gov/industry-guidance/schools.jsp\)](http://staysafe.mn.gov/industry-guidance/schools.jsp)
- [Centers for Disease Control and Prevention's Guidance for Schools and Child Care Programs \(www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html\)](http://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html)
- [List N: Disinfectants for Use Against SARS-CoV-2 \(www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19\)](http://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19)
- [Food Safety and the Coronavirus Disease 2019 \(COVID-19\) \(www.fda.gov/food/food-safety-during-emergencies/food-safety-and-coronavirus-disease-2019-covid-19\)](http://www.fda.gov/food/food-safety-during-emergencies/food-safety-and-coronavirus-disease-2019-covid-19)
- [Food Service Worker Safety Information \(www.health.state.mn.us/diseases/coronavirus/schools/foodservice.pdf\)](http://www.health.state.mn.us/diseases/coronavirus/schools/foodservice.pdf)
- [Guidance on Preparing Workplaces for COVID-19 \(www.osha.gov/Publications/OSHA3990.pdf\)](http://www.osha.gov/Publications/OSHA3990.pdf)



Minnesota Department of Health | health.mn.gov | 651-201-5000
625 Robert Street North PO Box 64975, St. Paul, MN 55164-0975

Contact health.communications@state.mn.us to request an alternate format.

07/30/2020

STAY SAFE MN

Anchoring our Work During COVID-19

Susan Klammer, Epidemiologist

8/11/2020

When Covid Subsided, Israel Reopened Its Schools. It Didn't Go Well.

As countries consider back-to-school strategies for the fall, a coronavirus outbreak at a Jerusalem high school offers a cautionary tale.



WORLD NEWS MAY 28, 2020 / 6:02 AM / 2 MONTHS AGO

Reopening schools in Denmark did not worsen outbreak, data shows

Medical News & Perspectives

July 9, 2020

School Superintendents Confront COVID-19—"There Are No Good Options for Next Year"

Rita Rubin, MA

JAMA. Published online July 9, 2020. doi:10.1001/jama.2020.12575

Europe

Reopened schools in Europe and Asia have largely avoided coronavirus outbreaks. They have lessons for the U.S.

Objectives

- Review recent literature regarding the role of children in transmission of SARS-CoV-2 and the impact of school reopening on communities
- Discuss implications for the 2020-21 school year

The role of children in transmission of SARS-CoV-2

PEDIATRICS

OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

COVID-19 in Children and the Dynamics of Infection in Families

Klara M. Posfay-Barbe, MD, Noemie Wagner, MD, Magali Gauthey, MD,
Dehlia Moussaoui, MD, Natasha Loevy, MD, Alessandro Diana, MD, Arnaud G. L'Huillier, MD

<https://archive-ouverte.unige.ch/unige:136712/ATTACHMENT01>

J Glob Health. 2020 Jun; 10(1): 011101.

PMCID: PMC7323934

Published online 2020 Jun 29. doi: [10.7189/jogh.10.011101](https://doi.org/10.7189/jogh.10.011101)

PMID: [32612817](https://pubmed.ncbi.nlm.nih.gov/32612817/)

The role of children in transmission of SARS-CoV-2: A rapid review

[Xue Li](#),^{1,*} [Wei Xu](#),^{1,*} [Marshall Dozier](#),² [Yazhou He](#),¹ [Amir Kirolos](#),^{1,3} [Evropi Theodoratou](#),^{1,4} and on behalf of UNCOVER

► [Author information](#) ► [Copyright and License information](#) [Disclaimer](#)

Associated Data

► [Supplementary Materials](#)

Abstract

Go to: ☒

Background

Understanding the role of children in the transmission of SARS-CoV-2 is urgently required given its policy implications in relation to the reopening of schools and intergenerational contacts.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7323934/>

Counterpoint: the role of children in transmission of SARS-CoV-2

EMERGING INFECTIOUS DISEASES®

ISSN: 1080-6059

EID Journal > Volume 26 > Early Release > Main Article



Disclaimer: Early release articles are not considered as final versions. Any changes will be reflected in the online version in the month the article is officially released.

Volume 26, Number 10—October 2020

Dispatch

Contact Tracing during Coronavirus Disease Outbreak, South Korea, 2020

Young Joon Park¹, Young June Choe¹, Ok Park, Shin Young Park, Young-Man Kim, Jieun Kim, Sanghui Kweon, Yeonhee Woo, Jin Gwack, Seong Sun Kim, Jin Lee, Junghee Hyun, Boyeong Ryu, Yoon Suk Jang, Hwami Kim, Seung Hwan Shin, Seonju Yi, Sangeun Lee, Hee Kyoung Kim, Hyeyoung Lee, Yeowon Jin, Eunmi Park, Seung Woo Choi, Miyoung Kim, Jeongsuk Song, Si Won Choi, Dongwook Kim, Byoung-Hak Jeon, Hyosoon Yoo, Eun Kyeong Jeong✉, on behalf of the COVID-19 National Emergency Response Center, Epidemiology and Case Management Team

Author affiliations: Korea Centers for Disease Control and Prevention, Cheongju, South Korea
Park, S.Y. Park, Y.-M. Kim, J. Kim, S. Kweon, Y. Woo, J. Gwack, S.S. Kim, J. Lee, J. Hyun, B. Ryu, S.H. Shin, S. Yi, S. Lee, H.K. Kim, H. Lee, Y. Jin, E. Park, S.W. Choi, M. Kim, J. Song, S.W. Choi

On This Page

[The Study](#)

[Conclusions](#)

Older Children Spread the Coronavirus Just as Much as Adults, Large Study Finds

The study of nearly 65,000 people in South Korea suggests that school reopenings will trigger more outbreaks.

https://wwwnc.cdc.gov/eid/article/26/10/20-1315_article

Counterpoint: the role of children in transmission

Morbidity and Mortality Weekly Report (MMWR)

CDC



SARS-CoV-2 Transmission and Infection Among Attendees of an Overnight Camp — Georgia, June 2020

Weekly / August 7, 2020 / 69(31);1023–1025

On July 31, 2020, this report was posted online as an MMWR Early Release.

Christine M. Szablewski, DVM^{1,2}; Karen T. Chang, PhD^{2,3}; Marie M. Brown, MPH¹; Victoria T. Chu, MD^{2,3}; Anna R. Yousaf, MD^{2,3}; Ndubuisi Anyalechi, MD¹; Peter A. Aryee, MBA¹; Hannah L. Kirking, MD²; Maranda Lumsden¹; Erin Mayweather¹; Clinton J. McDaniel, MPH²; Robert Montierth, PharmD²; Asfia Mohammed¹; Noah G. Schwartz, MD^{2,3}; Jaina A. Shah¹; Jacqueline E. Tate, PhD²; Emilio Dirlikov, PhD²; Cherie Drenzek, DVM¹; Tatiana M. Lanzieri, MD²; Rebekah J. Stewart, MSN, MPH² ([View author affiliations](#))

<https://www.cdc.gov/mmwr/volumes/69/wr/mm6931e1.htm>

Summary & Limitations

- Data generally suggest to date that children aged under 10 are not significant drivers of the COVID-19 pandemic
- Older students in secondary/high schools have the potential for increased spread, especially if strong, consistent mitigation strategies are not in place
- Evidence is not clear on why children (particularly young children) are not linked to spread in the same way as other viral illness
 - Asymptomatic and mild infection are common and may play a role
 - Impact of early school closures may limit the ability for children to be linked as index cases

Evidence of transmission within the school setting

➤ Clin Infect Dis. 2020 Jul 28;71(15):825-832. doi: 10.1093/cid/ciaa424.

Cluster of Coronavirus Disease 2019 (COVID-19) in the French Alps, February 2020

Kostas Danis¹, Olivier Epaulard^{2 3 4}, Thomas Bé
, Elisabeth Botelho-Nevers^{8 9}, Maude Bouscamb
Ader¹⁰, Alexandra Mailles¹, Zoubida Boudalaa⁷
, Emmanuel Forestier¹², Caroline Landelle^{13 14},
Berthelot^{8 9}, Raphael Veil¹⁵, Daniel Levy-Bruhl
Coignard¹, Christine Saura⁵, Investigation Team

Collaborators, Affiliations + expand

PMID: 32277759 PMCID: PMC7184384 DOI: 10.

[Free PMC article](#)

<https://pubmed.ncbi.nlm.nih.gov/32277759/>

COVID-19 in schools and early childhood education and care services – the Term 2 experience in NSW

Prepared by the National Centre for Immunisation Research and Surveillance (NCIRS)
31 July 2020

Overview

- This report provides an overview of investigation into all COVID-19 cases in the state of New South Wales (NSW), Australia in all schools and early childhood education and care (ECEC) services between 10 April 2020 and 3 July 2020 (school term 2 of the academic year).
- 6 individuals (4 students and 2 staff members) from 6 educational settings (5 schools and 1 ECEC service) were confirmed as primary COVID-19 cases who had an opportunity to transmit the SARS-CoV-2 virus to others in their school or ECEC service.
- 521 individuals (459 students and 62 staff members) were identified as close contacts of these primary 6 cases.
- No secondary cases were reported in any of the 6 educational settings.
- In Term 2 no student or staff member contracted COVID-19 from a school or ECEC setting.
- For details on Term 1 data refer to NCIRS report [here](#) or publication in The Lancet Child and Adolescent Health [here](#).

http://ncirs.org.au/sites/default/files/2020-08/COVID-19%20Transmission%20in%20educational%20settings%20in%20NSW%20Term%202%20report_0.pdf

Counterpoint: transmission within the school setting

Rapid communication

A large COVID-19 outbreak in a high school 10 days after schools' reopening, Israel, May 2020 |

Chen Stein-Zamir^{1,2}, Nitza Abramson¹, Hanna Shoob¹, Erez Libal³, Menachem Bitan⁴, Tanya Cardash⁵, Refael Cayam⁶, Ian Miskin³

 View Affiliations

 View Citation

<https://www.eurosurveillance.org/content/10.2807/1560-7917.ES.2020.25.29.2001352>

When Covid Subsided, Israel Reopened Its Schools. It Didn't Go Well.

As countries consider back-to-school strategies for the fall, a coronavirus outbreak at a Jerusalem high school offers a cautionary tale.

<https://www.nytimes.com/2020/08/04/world/middleeast/coronavirus-israel-schools-reopen.html>

The impact of reopening schools on transmission in the community

Summary of School Re-Opening Models and Implementation Approaches During the COVID 19 Pandemic July 6, 2020

COVID-19 Literature Report Team:

Brandon L. Guthrie PhD, Diana M. Tordoff MPH, Julianne Meisner BVM&S MS,
Lorenzo Tolentino BS, Wenwen Jiang MPH, Sherrilynn Fuller PhD FACMI, Dylan Green MPH, and
Diana Loudon MLib, Jennifer M. Ross MD MPH

Schools closed in many countries for some period of time during the COVID-19 pandemic as part of mitigation efforts to reduce transmission of SARS-CoV-2. Currently, a number of countries have fully or partially re-opened schools or are in the process of doing so.

This document is a brief summary of the models and implementation approaches to re-opening schools that focuses on the approaches used in 15 countries for which we were able to identify data. This is not a comprehensive survey of the models used in all countries that have re-opened schools. Our systematic search of the published and pre-print literature yielded very few articles that address this topic and so this summary relies heavily on news articles and “grey literature” sources. It includes news articles, manuscripts published in peer-reviewed journals or on pre-print servers, and other resources identified through July 6, 2020. References that appeared in the daily COVID-19 Literature Report (Lit Rep) are marked with an asterisk*, and the summary is shown in the annotated bibliography below.

<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/20200706-SchoolsSummary.pdf>

Considerations for opening schools

The NEW ENGLAND JOURNAL of MEDICINE

MEDICINE AND SOCIETY

Debra Malina, Ph.D., *Editor*

Reopening Primary Schools during the Pandemic

Meira Levinson, D.Phil., Muge Cevik, M.D., and Marc Lipsitch, D.Phil.

For the past 6 months, policymakers and the U.S. public have weighed economic against public health considerations in debating what limits to set on individual and collective behaviors in attempting to control the Covid-19 pandemic. As fall approaches, attention has turned to a third pillar of a pandemic-resilient society: schools.¹ Under ordinary circumstances, about 40 million children would be entering prekindergarten through 8th-grade classrooms this year, including nearly 27 million students in grades pre-K through 5.^{2,3} Until these children physically return to school full time, many will lose out on essential educational, social, and developmental benefits; neither the economy nor the health care system will be able to return to full strength given parents' caretaking responsibilities⁴; and

however, we believe that primary schools should be recognized as essential services — and school personnel as essential workers — and that school reopening plans should be developed and financed accordingly. (We also believe that fully reopening schools for middle and high school students should be a national priority, but given the more challenging transmission dynamics at older ages, we confine ourselves here to elementary schools.)

WHY IN-PERSON SCHOOLING MATTERS

Children miss out on essential academic and social-emotional learning, formative relationships with peers and adults, opportunities for play, and other developmental necessities when they are

Tying it together: Safe Learning Plan for the 2020-21 School Year

1. Prioritize the safety of students and staff.
2. Prioritize in-person learning, especially for younger learners and those with most need.
3. Recognize differences in potential spread among different ages.
4. Support planning, while permitting flexibility for districts.
5. Take into account disease prevalence at a local level.



Adjusting after school reopening

- Monitoring for cases, patterns of illness
 - Rapid notification & contact tracing
 - Exclusion of close contacts
 - Testing
- The role of county level data

Closing thoughts

- Keen situational awareness is critical.
- Maintain flexibility and readiness to adapt to change.
- Commit to a spirit of partnership.

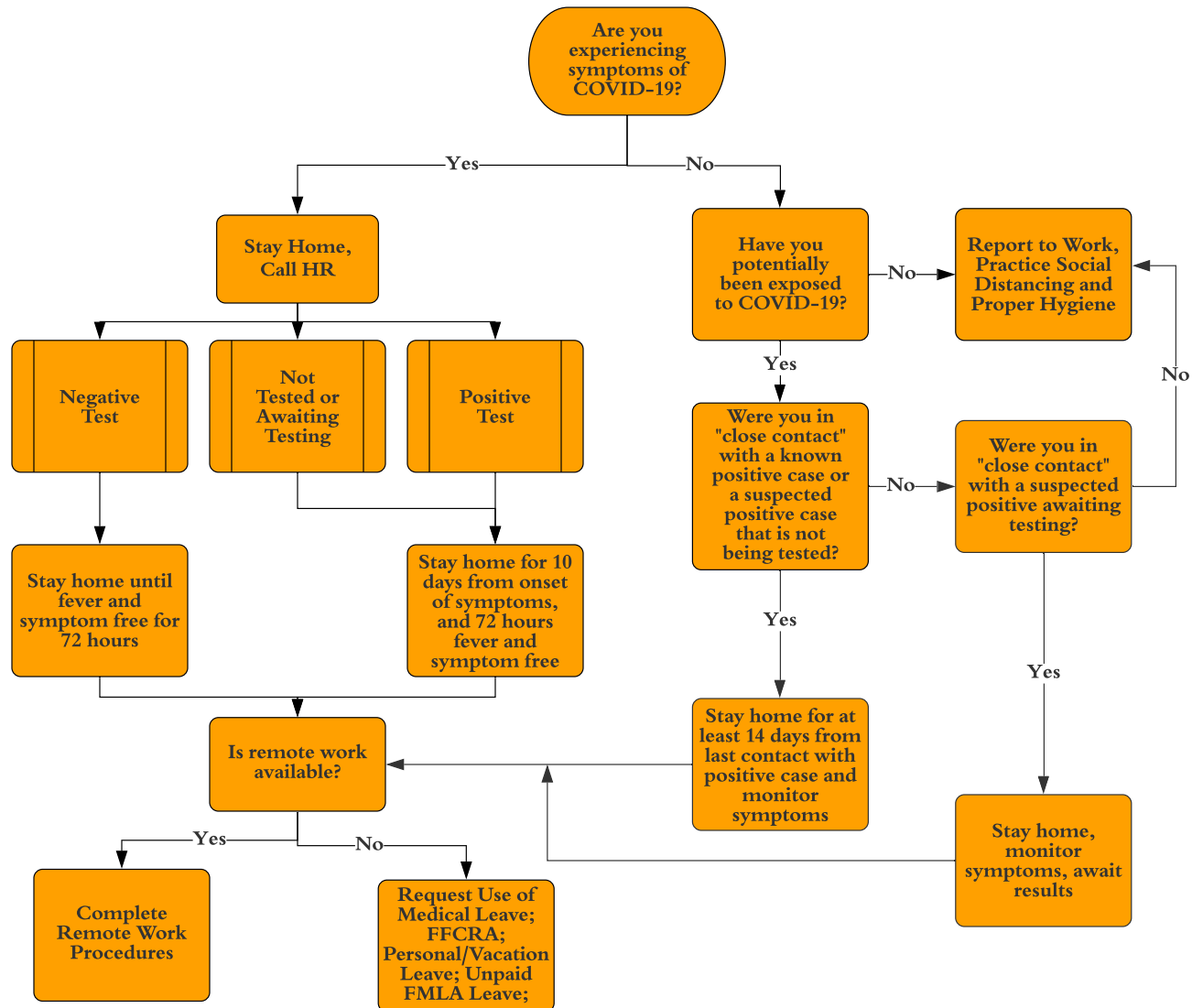
The background of the slide features a pattern of stylized, virus-like particles. These particles are depicted with a central core and numerous protruding spikes or filaments, resembling coronaviruses. The pattern is distributed across the upper two-thirds of the slide, with a color gradient transitioning from a deep red on the left to a dark purple on the right. The text "Thank You!" is centered horizontally and vertically within this patterned area.

Thank You!

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COVID-19 Decision Tree



Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs

For people (e.g., children, care providers, or staff) who have symptoms consistent with COVID-19, send home or deny entry and reference the exclusion criteria in this document to determine when they may return.

Symptoms of COVID-19 include: new onset cough or shortness of breath by themselves OR at least 2 of the following: fever (100.4°F or higher), chills, muscle pain, sore throat, fatigue, congestion, loss of sense of smell or taste, or gastrointestinal symptoms of diarrhea, vomiting, or nausea.

If a person has a new symptom (for example, new loss of smell only) with no other diagnosis to explain it, they should stay home and talk to their health care provider about testing for COVID-19, even if it is the only symptom they are experiencing.

For people who received a laboratory test for COVID-19

What to do if you're waiting for COVID-19 test results (PDF)
(www.health.state.mn.us/diseases/coronavirus/waiting.pdf)

Positive test result: Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms.

Siblings and household members also stay home for 14 days.

Negative test result but symptoms with no other diagnosis: Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms.

Siblings and household members also stay home for 14 days.

For people with a COVID-19 diagnosis *without* a lab test OR people with symptoms consistent with COVID-19 *without* a medical evaluation (e.g., monitoring symptoms at home)

Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms.

Siblings and household members also stay home for 14 days.



For people with other diagnoses (e.g., norovirus, strep throat) that explain the symptoms, or when a health care provider says symptoms are connected to a pre-existing condition

Stay home until symptoms have improved. Follow specific return guidance from the health care provider or follow the Infectious Diseases in Childcare Settings and Schools Manual (www.hennepin.us/daycaremanual).

If symptoms related to a pre-existing condition change or worsen, talk to a health care provider to determine next steps.

Siblings and household members **do not** need to stay home.



Healthy Schools
Student Reporting

| Symptoms Reported - Home | Symptoms at School | Close Contact-Negative | Positive COVID-19 |
|---|---|---|---|
| Primary person responsible: Health Services site staff | Primary person responsible: Health Service site staff | Primary person responsible: Health Service site staff Consult with District Licensed School Nurse (LSN) | Primary person responsible: Covid-19 Program Coordinator (CC)/District LSN |
| <p>Symptoms of COVID-19 include: new onset cough or shortness of breath by themselves <u>OR</u> at least 2 of the following: fever (100.4°F or higher), chills, muscle pain, sore throat, fatigue, congestion, loss of sense of smell or taste, or gastrointestinal symptoms of diarrhea, vomiting, or nausea. If a person has a new symptom (for example, new loss of smell only) with no other diagnosis to explain it, they should stay home and talk to their health care provider about testing for COVID-19, even if it is the only symptom they are experiencing</p> <ul style="list-style-type: none"> Student does not attend school unless alternate diagnosis from health care provider and symptom/fever free for 24 hours | <p>Symptoms of COVID-19 include: new onset cough or shortness of breath by themselves <u>OR</u> at least 2 of the following: fever (100.4°F or higher), chills, muscle pain, sore throat, fatigue, congestion, loss of sense of smell or taste, or gastrointestinal symptoms of diarrhea, vomiting, or nausea. If a person has a new symptom (for example, new loss of smell only) with no other diagnosis to explain it, they should stay home and talk to their health care provider about testing for COVID-19, even if it is the only symptom they are experiencing</p> <ul style="list-style-type: none"> Receive referral from site staff member Receive student to Isolation space Assess for symptoms and plan using MDH Decision | <ul style="list-style-type: none"> Student does not attend school If no symptoms: Stay home for 14 days. If become symptomatic: Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms. Siblings and household members without symptoms stay home for 14 days. If sibs/HH members become symptomatic, they follow guidance above. | <ul style="list-style-type: none"> Student does not attend school Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms Siblings and household members stay home for 14 days. If sibs/HH members become symptomatic, they follow guidance above. Health Service staff with Building Administrator contact District CC/LSN CC/LSN contacts Minnesota Department of Health (MDH) or Regional Support Team (RST) to report case MDH or RST |

| | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • Siblings and household members without symptoms stay home for 14 days. If sibs/HH members become symptomatic, they follow guidance below. • Encouraged to get tested for COVID-19 • Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms or alternate diagnosis from health care provider and symptom/fever free for 24 hours | <p>Tree</p> <ul style="list-style-type: none"> • Contact parent/guardian or alternate emergency contact to pick up from school if student meets COVID-19 symptom criteria, Hennepin County Epidemiology symptom criteria, and/or RPS symptom criteria for exclusion <p>If COVID-19 symptom criteria:</p> <ul style="list-style-type: none"> • Send Communication Materials • Encouraged to get tested for COVID-19 • Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms. • Siblings and household members without symptoms stay home for 14 days. If sibs/HH members become symptomatic, they follow guidance above. | | <ul style="list-style-type: none"> - confirms case - gathers contact information from school - Conducts contact tracing with school support <ul style="list-style-type: none"> ○ District point of contact is LSN ○ MDH/RST direct district on response (template letters provided for notification) • LSN & Communications Director finalize letter with MDH/RST directives • Letter is translated into Spanish • Site administration or program administrator sends letter out through Blackboard Connect to the identified families |
|---|---|--|---|

Employee Guide for COVID-19 Contact or Diagnosis

Minnesota Covid-19 Response

| If you are.. | You must... | Maximum Eligibility under FFCRA |
|--|--|---|
| Diagnosed with COVID-19 | <ul style="list-style-type: none"> • Notify your manager • Request leave using COVID-19 Leave Request Form • Documentation is required • Enter your absence into Frontline as COVID-19 Personal | Up to two weeks (80 hours) paid sick leave under FFCRA at 100% up to \$511 daily. After that may use other applicable leave. |
| Ordered to self-isolate or quarantine by a public health authority or health care provider | <ul style="list-style-type: none"> • Notify your manager • Request leave using COVID-19 Leave Request Form • Documentation is required • Enter your absence into Frontline as COVID-19 Personal | Up to two weeks (80 hours) paid sick leave under FFCRA at 100% up to \$511 daily. After that may use other applicable leave. |
| Experiencing COVID-19 symptoms and seeking a diagnosis | <ul style="list-style-type: none"> • Notify your manager • Request leave using COVID-19 Leave Request Form • Documentation is required • Enter your absence into Frontline as COVID-19 Personal | Up to two weeks (80 hours) paid sick leave under FFCRA at 100% up to \$511 daily. After that may use other applicable leave. |
| Caring for someone who is quarantined by government or health care provider | <ul style="list-style-type: none"> • Notify your manager • Request leave using COVID-19 Leave Request Form • Documentation is required • Enter your absence into Frontline as COVID-19 Family | Up to two weeks (80 hours) paid sick leave under FFCRA at 2/3 of pay up to \$200 daily. After that may use other applicable leave. |
| Caring for your child under 18 due to school, daycare or childcare closure due to COVID-19 | <ul style="list-style-type: none"> • Notify your manager • Request leave using COVID-19 Leave Request Form • Documentation is required • Enter your absence into Frontline as COVID-19 Childcare | <p>Up to two weeks (80 hours) paid sick leave under FFCRA at 2/3 of pay up to \$200 daily.</p> <p>For those employed 30 days, up to an additional 10 weeks paid family leave under expanded FMLA at 2/3 of pay up to \$200 daily.</p> |
| Concerned because you may have been exposed to COVID-19 but have no symptoms | <ul style="list-style-type: none"> • Determine if you should be tested (see Should I get Tested below) • Stay home and isolate, except to seek medical care • Take care of yourself • Enter your absence into Frontline. You may use your regular paid sick leave. | <p>No paid leave under FFCRA unless you are tested or under an isolation order. May use other applicable leave.</p> <p>If tested and ordered to isolate or quarantine by a government agency or health care provider, may be</p> |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Stay in touch with your doctor • Avoid public transportation, ride-sharing, and taxis • Separate yourself from others | eligible for paid leave under FFCRA for up to two weeks (80 hours) at 100% up to \$511 daily |
|--|---|--|

Common Covid-19 Symptoms (CDC)

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

- Fever or chills
- Cough
- Sore throat
- Diarrhea
- Headache
- Muscle or body aches
- Nausea or vomiting
- Fatigue
- Congestion or runny nose
- Shortness of Breath
- Difficulty Breathing
- New loss of taste or smell

Should I get tested? <https://mn.gov/covid19/for-minnesotans/if-sick/get-tested/index.jsp>

MINNESOTA COVID-19 RESPONSE For Minnesotans For Business and Organizations Data and Statistics News and Media Contact

Home > For Minnesotans > If You Are Sick > Should I Get Tested?

For Minnesotans

- If You Are Sick
- Is It COVID-19?
- > Should I Get Tested?
- Find Testing Locations
- Get Your Test Results
- Frequently Asked Questions
- Have a Complaint?
- Get Help
- Stay Safe MN
- Volunteer to Help

Should I Get Tested for COVID-19?

People who have symptoms should get tested. People who do not have symptoms generally should not be tested for COVID-19, but public health workers may recommend testing in some situations. Talk to your health care provider if you have questions about testing.

WARNING:
This screening tool can help people decide whether they should be tested for COVID-19. This tool is not a substitute for medical advice. It should not stop you from seeking medical attention if you need it. If you are experiencing a medical emergency, please call 911 and notify the operator that you have or think you might have COVID-19.

Please confirm that you understand this warning and that you are a Minnesota resident to continue:

☐ I UNDERSTAND AND I AM A MINNESOTA RESIDENT.

Where Can I Get Tested?

Find **Testing Stations** here: <https://mn.gov/covid19/for-minnesotans/if-sick/testing-locations/index.jsp>

What are my Rights as an Employee?

Click on the [FFCRA Employee Rights poster](#)

What Help is Available if I'm Experiencing Sadness, Fear or Anxiety?

Minnesota Helpline:

- For questions related to the COVID-19 pandemic, call 651-297-1304 or 1-800-657-3504
- Mon.-Fri.: 9 a.m. to 4 p.m.

Hennepin Mental Health Crisis Line:

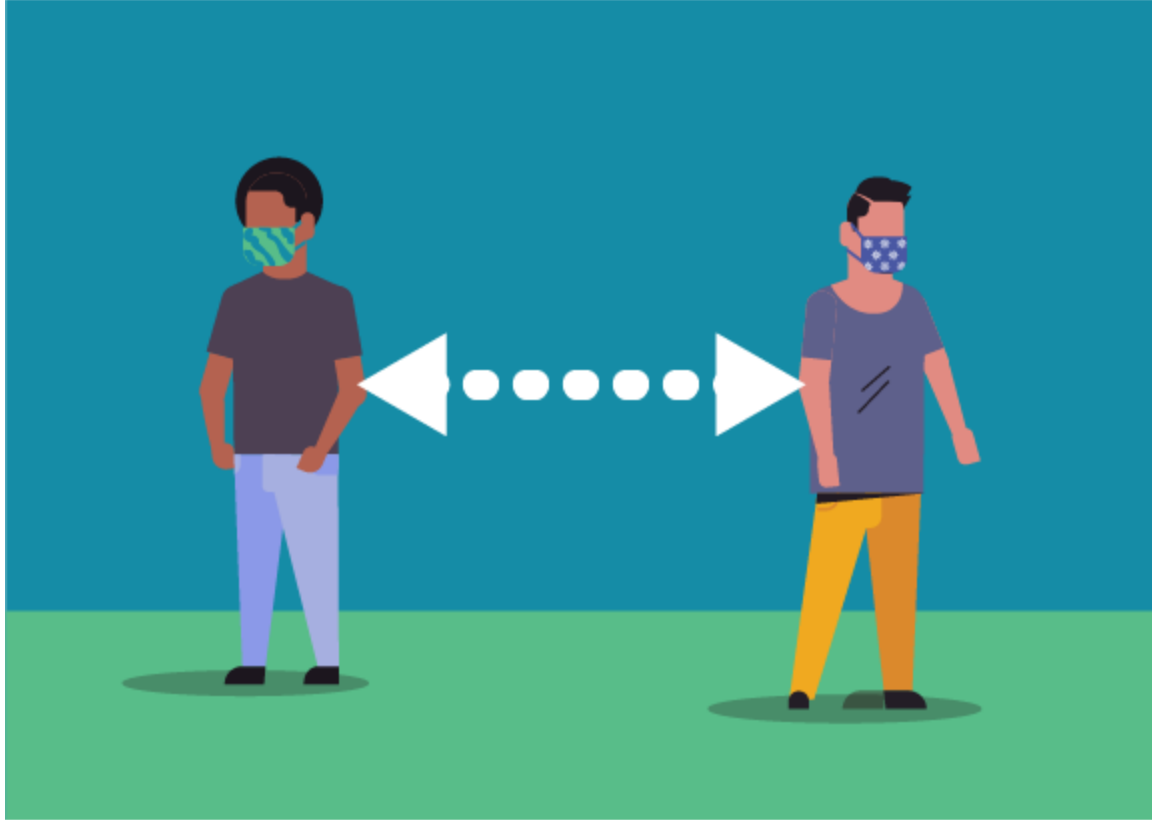
- Call: **CRISIS (**274747)

Richfield Public Schools Benefits:

| PROGRAM | PROGRAM INFORMATION | CONTACT INFORMATION |
|--|---|---|
| PREFERRED ONE MEDICAL PLAN | Medical Insurance Provider In Network: Fairview Clinics and Hospitals | CUSTOMER SERVICE: 763-847-4477 Preferred One |
| PREFERRED PHARMACY: ClearScript | Pharmacy Network | CUSTOMER SERVICE: 1-855-816-6389 ClearScript |
| HEALTHJOY - Access all RPS Benefits. | App Download: <ul style="list-style-type: none">• 24/7 virtual consults with a medical professional• Expert personal healthcare concierge• Virtual provider search and appointment booking• Medical Bill Review• Prescription Savings | CUSTOMER SERVICE: (877) 500-3212 Healthjoy App Download |
| FAIRVIEW EMPLOYEE ASSISTANCE PROGRAM (EAP) | EAP services: <ul style="list-style-type: none">• Many topics including mental health, legal/ and financial• Confidential, free,• Includes 6 sessions per Incident• Virtual or In-person | CUSTOMER SERVICE: 612-672-2195 Fairview EAP Enter Passcode -richfieldschools |

**Richfield Public Schools
Social Distancing and Safety Plan**

What is social distancing?



Limiting face-to-face contact with others is the best way to reduce the spread of coronavirus disease 2019 (COVID-19).

Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home.

To practice social or physical distancing stay at least 6 feet (about 2 arms’ length) from other people.

In addition to [everyday steps to prevent COVID-19](#), keeping space between you and others is one of the best tools we have to avoid being exposed to this virus and slowing its spread locally and across the country and world.

Limit close contact with others outside your household in indoor and outdoor spaces. Since people can spread the virus before they know they are sick, it is important to stay away

from others when possible, even if you—or they—have no symptoms. Social distancing is especially important for [people who are at higher risk](#) for severe illness from COVID-19.

Source Credit: CDC (Centers for Disease Control and Prevention)

The expectation of Richfield Public Schools is that students, staff, and visitors not enter school buildings, grounds, and vehicles when they are sick.

Attendance/exclusion guidelines for COVID-19 and other diseases:

MDH: [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#)

Hennepin County: <https://www.hennepin.us/daycaremanual>

RPS: <https://www.richfieldschools.org/Page/3312>

Health Screens

Richfield Public Schools will implement passive health screening. Passive health screening is one CDC option for youth health screens on arrival at school. This screen affords opportunities toward distancing, consistency, and sustainability, allowing students and staff to efficiently and safely engage in entering school spaces. Visual and verbal screens will occur initially and ongoing in classes by the adult(s) responsible for students. Those who appear and/or report being ill will be isolated to the designated area at the site for further assessment and exclusion, if necessary, according to MN Department of Health, Hennepin County Epidemiology, and Richfield Public Schools guidelines.

Student Home Screening - Before students leave home

- Parents/guardians are asked to take their child's temperature before coming to school and confirm that the child does not have fever, shortness of breath or cough or any other of the following symptoms associated with COVID-19. Note that any of these symptoms alone or in combination may be indicative of COVID-19 or another illness.
 - Difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Make a visual inspection of your child for signs of illness which could include flushed cheeks, difficulty breathing, rapid breathing (without recent physical activity), fatigue.

- If these or any other illness symptoms are present, do not send your child to school.

Classroom/Program Screening:

- Staff will monitor/observe students for cough or shortness of breath or notice/report of any of the other symptoms listed above.
- Staff will make visual inspection of students for signs of illness, which could include flushed cheeks, difficulty breathing, rapid breathing (without recent physical activity), fatigue
- Students who exhibit and/or report any symptoms go directly to the isolation space in health services or the alternate isolation space set for each site.

Staff Home Screening - Before leaving home

- Staff will be asked to take temperature before coming to work and confirm that they do not have fever, shortness of breath or cough or any other of the following symptoms associated with COVID-19. Note that any of these symptoms alone or in combination may be indicative of COVID-19 or another illness.
 - Difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- If these or any other illness symptoms are present, staff are advised to not go to work.

Rationale:

- Avoids congestion/congregating of individuals at entrances
- Enhances opportunity to keep individuals 6 feet or more apart 15 minutes or less
- Meets CDC recommendations for restricting group gathering and close contact
- Empowers parents/guardians to know when their child is healthy enough to come to school and staff to know when they are well enough to come to work.

Masks

All students, staff, and other people present in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.

- Types of allowable face coverings include:
 - Paper/disposable mask
 - Cloth face mask

- Scarf
- Neck gaiter
- Bandana
- Religious face covering

Note: **CDC does not recommend using masks with an exhalation valve or vent.**

- The covering should cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear.
- Cloth face coverings should be washed after each use. Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the mask. Use the highest heat setting and leave in the dryer until completely dry.
- A face covering is not meant to substitute for social distancing, but is especially important in situations when maintaining a 6-foot distance is not possible.

Exemptions to the face covering requirement are:

- Anyone under age 2
- Anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance
- Anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.

Each staff member and student will receive a washable, reusable cloth face covering from the state of Minnesota. Each student will also receive 3 disposable face coverings to wear in the event they do not wear their cloth face covering to school.

Face Shields

A face shield (a clear plastic barrier that covers the face) allows visibility of facial expressions and lip movements for speech perception and may be used as an alternative to a face covering in certain situations.

A face shield (a clear plastic barrier that covers the face) allows visibility of facial expressions and lip movements for speech perception and may be used as an alternative to a face covering in the following situations:

- Among students in Kindergarten through grade 8, when wearing a face covering is problematic.
- By teachers (all grades), when wearing a face covering may impede the educational process.
- For staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- For staff providing direct support student services, when a face covering impedes the service being provided.

Licensed educators will receive 1 face shield from the state of Minnesota. Face shields also will be provided for any non-licensed staff member who is unable to wear a mask, for staff in situations whereby wearing a mask alone would create a safety risk related to their job responsibilities, and for those who are providing direct student support services.

Staff, students, and other people present in the school building or in district offices may temporarily remove their face covering or face shield in the following situations:

- Face coverings may be temporarily removed when
 - Engaging in indoor physical activity (e.g., during recess, after school sports, or when exercising in a gym) where the level of exertion makes wearing a face covering difficult
 - During classes or activities held outdoors. People participating in these activities should maintain 6 feet of distance while doing so to the extent feasible.
To eat or drink, but care should be taken to maintain as much space as possible between people, recognizing it is not always feasible to maintain 6 feet of distance from others
 - Indoor singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument. Performers should maintain 6 feet or greater of physical distance from others while participating in the activity to the extent possible, and should replace their face covering as soon as the activity is completed.
 - Entering the school building and required to remove briefly for the purposes of checking identification.
 - Working alone in offices, classrooms, vehicles, or other job locations and do not have any person-to-person interaction. Staff working in communal spaces (e.g., at desks or in cubicles) that have barriers such as plexiglass or cubicle walls between employees that are above face level may remove masks.
 - Communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

Aerosolized Medication

CDC guidance states it is uncertain whether aerosols generated by nebulizer treatments are potentially infectious. Current CDC guidance recommends switching from nebulizer treatments to an inhaler with spacer, as long as the individual can tolerate and have access to the inhaler. School Health Service staff will work with a student's health care provider and parents/guardians to switch to an inhaler with a spacer or a chamber, if possible. Contact the nurse or health assistant at your child's school if you have questions.

If a student is symptomatic at school:

Symptoms of COVID-19 may include fever, cough, shortness of breath, chills, headache, muscle pain, sore throat, loss of taste or smell, congestion or runny nose, nausea, vomiting and diarrhea.

- Student will be isolated.
- Health Service staff will assess the student
- Student will continue to be masked.
- Student will be excluded according to MDH, Hennepin County, and District guidelines

MDH: [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#)

Hennepin County: <https://www.hennepin.us/daycaremanual>

RPS: <https://www.richfieldschools.org/Page/3312>

For students:

- A parent/guardian/emergency contact will be asked to pick a child up from school if unable to continue the day due to illness. Return to school allowance will be according to the guidelines referenced above.
- **Materials that will go to parents/guardians:**
 - Request for Information from Health Care Provider form
 - MDH Decision Tree [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#)
 - Site Point of Contact information (phone, fax, email)
 - Guidance for Close Contacts
<https://www.health.state.mn.us/diseases/coronavirus/contact.pdf>
 - Free testing locations information
<https://mn.gov/covid19/for-minnesotans/if-sick/testing-locations/index.js>
 - What to do if you are waiting for COVID-19 test results
<https://www.health.state.mn.us/diseases/coronavirus/waiting.pdf>

If student is called in as COVID-19 symptomatic:

- Health Service staff will be alerted and will communicate with a parent/guardian to gather additional information.
- Student will be excused according to MDH, Hennepin County, and District guidelines
- Health Service and Attendance staff will monitor symptom trends at sites and report to the Minnesota Department of Health when absence of or individuals sent home with influenza/influenza-like illness (ILI) or COVID-19-like illness more than 5% of the total number of students and staff within a single week at a site

If a student or staff member is diagnosed as COVID-19 positive:

- RPS COVID-19 Program Coordinator and Site Point of Contact will be informed.
- Site Health Service staff will be alerted
- Student will be excluded and excused according to MDH, Hennepin County, and District guidelines.
- Staff exclusion guidance will be directed by RPS Human Resources.
- Minnesota Department of Health Regional Support Team will be contacted to verify investigation, advise on notifications, and recommend communication
- RPS staff will cooperate with Regional Support Team on close contact identification, notification, and communication
- RPS site/program staff will coordinate notification and communication plans

- Students identified as close contacts by Regional Support Team/MDH will be excused per MDH guidance.
- A notification of close contacts of the student or staff will be sent to those families and staff to alert them of a lab-confirmed case of COVID-19.

Document still needs work in the following areas (and any other areas as identified):

Direct Student Support Services - Alecia Mobley

Hygiene Practices - Phoebe Anderson, Dan Kretsinger and teams

- Handwashing, Sanitizing - *For Summer School, students washed hands or used hand sanitizer when they entered the classroom. How will this be managed for the 2020-21 school year? How will handwashing/sanitizing be managed when masks are removed for certain activities (eating, physical activity) and re-applied?*

MDH Hand Hygiene print materials - some in multiple languages - download for printing

<https://www.health.state.mn.us/people/handhygiene/materials.html>

Students and staff will be educated on handwashing/sanitizing, masks, and social distancing.

- Dan and Phoebe have been communicating on options for mask storage when not in use by students and staff during allowed removal for certain activities (e.g.eating, exercise)
- Cleaning/Disinfecting - Dan Kretsinger and team
- FDA and EPA approved products will be provided/used for handwashing, sanitizing, and cleaning/disinfecting.

Classrooms - Dan Kretsinger and team

Transportation - Dan Kretsinger and team

Water Sources (water bottles, bottle fillers) - Dan Kretsinger

Entrance signage

Masks Required signs available in multiple languages - MDH

<https://mn.gov/covid19/media/share-message/translations/index.jsp>

Eating in the Classroom (individuals with food allergies) - Health Service staff, Classroom Teachers

- Own desk/table
- Sanitizing
- Handwashing
- Distance required for airborne allergen/proximity to allergen?

Health Training and Prevention Resources Re-Entry 2020:

https://docs.google.com/document/d/1KvTVGt_AqpvyHMk8gs3MHwVv5I0ejnPQB6wd0GUMc14/edit

DRAFT July/August 2020 - in progress

Richfield Public Schools

COVID-19 Coordinator/Site Point of Contact and Response Process

Created by Phoebe Anderson, RN, PHN, LSN, MS

Guiding Principles of this Plan

R - Replicable: Can plan be carried consistently across sites?

P - Practical: Can plan be logically implemented?

S - Sustainable: Can plan be sustained by people in places over a potential prolonged period?

MDH directive

Scenario 1 and 2: COVID-19 program coordinator - Identify a point of contact for each school building in collaboration with building or district school nurses. This person will communicate concerns, challenges, and lessons learned related to COVID-19 preventive activities as needed with staff, students/families, school and district leadership, and local health officials.

| Scenario 1 |
|---|
| In school with social distancing and safety precautions |

| Scenario 2 |
|---|
| Hybrid schedule with in person and distance learning days |

Program Coordinator: Phoebe Anderson, RN, PHN, LSN, MS

Site Point of Contact

CEC:

RHS:

RCEP:

SEC:

RMS:

STEM:

Sheridan Hills:
RDLS:
Centennial:
Blessed Trinity:
Academy of the Holy Angels:

Nurse contact list

Phoebe Anderson, LSN, CEC/Elementary/District 612-243-3056
Darby Peterson, LSN, RHS/RCEP/SEC 612-798-6109
Jashanna Ingram, RN, RMS 612-798-6409

MN Face Mask Executive Order 7/22/2020

https://mn.gov/governor/assets/EO%2020-81%20Final_tcm1055-441107.pdf

MNAAP (Minnesota Chapter American Academy of Pediatrics) Mask Mandate Statement

<http://www.mnaap.org/mnaap-supports-mask-mandate/>

MDH 2020-2021 Planning Guide for Schools

<https://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf>

MN Safe Learning Plan for 2020-21: Guidance for Minnesota Public Schools

https://mn.gov/covid19/assets/safe-learning-plan_tcm1148-442202.pdf

MN Guidance for Delivering Direct Student Support Services: Staff Protective Equipment

<https://www.health.state.mn.us/diseases/coronavirus/schools/directsupport.pdf>

If an individual is symptomatic at school:

Symptoms of COVID-19 may include fever, cough, shortness of breath, chills, headache, muscle pain, sore throat, loss of taste or smell, congestion or runny nose, nausea, vomiting and diarrhea.

- Isolate
- Assess
- Mask
- Exclude according to MDH, Hennepin County, and District guidelines

MDH: [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#)

Hennepin County: <https://www.hennepin.us/daycaremanual>

RPS: <https://www.richfieldschools.org/Page/3312>

- A parent/guardian/emergency contact will be asked to pick a child up from school if unable to continue the day due to illness. Return to school allowance will be according to the guidelines referenced above.
- Send Communication Materials: See **Materials to go to parents/guardians** below.

If student is called in as COVID-19 symptomatic:

- Health Service staff will be alerted and will communicate with a parent/guardian to gather additional information.
- Student will be excused according to MDH, Hennepin County, and District guidelines
- Health Service and Attendance staff will monitor symptom trends at sites and report to the Minnesota Department of Health when absence of or individuals sent home with influenza/influenza-like illness (ILI) or COVID-19-like illness more than 5% of the total number of students and staff within a single week at a site

If student is called in as COVID-19 confirmed:

- COVID-19 Program Coordinator and Site Point of Contact will be informed.
- Site Health Service staff will be alerted
- Student will be excused according to MDH, Hennepin County, and District guidelines
Regional Support Team will be contacted to verify investigation, advise on notifications, and recommend communication
- RPS staff will cooperate with Regional Support Team on close contact identification, notification, and communication
- RPS site/program staff will coordinate notification and communication plans
- Students identified as close contacts by Regional Support Team/MDH will be excused per MDH guidance.
- A notification of close contacts of the student or staff will be sent to those families and staff to alert them of a lab-confirmed case of COVID-19.

All staff will:

- Receive training on COVID-19 basics, including symptoms and exclusion requirements
 - Symptoms of COVID-19 may include fever, cough, shortness of breath, chills, headache, muscle pain, sore throat, loss of taste or smell, congestion or runny nose, nausea, vomiting and diarrhea.
 - Noticeable signs that an individual is not well enough to participate in routine daily activities: flushed cheeks, difficulty breathing, rapid breathing (without recent physical activity), fatigue.
- Excuse student absences per MDH guidance and District policy

MDH: [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#)

Hennepin County: <https://www.hennepin.us/daycaremanual>

RPS: <https://www.richfieldschools.org/Page/3312>

- Refer students to designated ill and well Health Service space(s) per the direction of site Health Service staff and administration, which may include, but not be limited to, communicating with Health Service staff prior to sending a student from the classroom/planned activity, with the exception of situations that have the potential to be life-threatening
Classroom Decision Tree [HERE](#)
- Self-screen before coming to work each day
 - Elevated temperature (100 degrees or higher) - RPS protocol temperature threshold
 - Symptoms associated with COVID-19 - may include fever, cough, shortness of breath, chills, headache, muscle pain, sore throat, loss of taste or smell, congestion or runny nose, nausea, vomiting and diarrhea
 - Noticeable signs that an individual is not well enough to participate in routine daily activities
- Refrain from coming to work if sick, especially if any symptoms related to COVID-19 are present
- Report absence according to Employee Guide for COVID-19 Contact or Diagnosis if diagnosed with COVID-19 or close contact with someone diagnosed with COVID-19
https://docs.google.com/document/d/1X8r7oiZBTYJO_92NKfhEF-br2FP0DIP_xllesXBWxCM/edit
- Follow District Health and Safety protocols

Nurses, Health Assistants, and alternate administrator designee(s) will:

- Isolate ill individuals and exclude according to District, Hennepin County, and MDH guidance

MDH: [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#)

Hennepin County: <https://www.hennepin.us/daycaremanual>

RPS: <https://www.richfieldschools.org/Page/3312>

- Communicate with parents/guardians, health care providers, and MDH/community public health staff as needed/directed
- Alert reports of confirmed COVID-19 cases to site administrator(s)
- Cooperate with Regional Support Team/MDH/community public health on cases, close contacts, and on any other requested action by public health authorities

Health Assistants will:

- Implement the plan/identified steps under the direction of the site administrator
 - Contact assigned nurse and site administrator when a COVID-19 case is reported
- What to Do When Notified of a Lab Confirmed Case of COVID-19 in a School or Child Care Setting**

<https://www.health.state.mn.us/diseases/coronavirus/schools/casenotify.pdf>

- Collect information at the direction of the Licensed School Nurse, Regional Support Team, MDH, and/or community public health

- Collaborate with Attendance Clerk on absences related to COVID-19 or COVID-19-like symptoms, including MDH and/or provider stay-at-home guidance

Nurses will:

- Contact District Nurse when a COVID-19 case is reported
What to Do When Notified of a Lab Confirmed Case of COVID-19 in a School or Child Care Setting
<https://www.health.state.mn.us/diseases/coronavirus/schools/casenotify.pdf>
- Collect information as directed by District Nurse, Regional Support Team, MDH, and/or community public health
- Communicate with site administrator(s), other school staff, parents/guardians, health care providers, Regional Support Team/MDH/community public health if/as directed by District Nurse

District Nurse will:

- Know the bi-weekly county case rate of 10 or more cases per 10,000 as shared by local public health (Bloomington Public Health 952-563-8990 - Karen Stanley)
- Collect information from Health Service staff on COVID-19 confirmed cases.
- Consult with Regional Support Team to arrange for
 - Identification and notification of close contacts
 - Determine, with District team, whether additional mitigations strategies are needed
- Communicate with parents/guardians, health care providers, Regional Support Team/MDH/community public health when a confirmed case of COVID-19 is reported.
- Provide initial and updated status information to District Cabinet
- Receive and report data to MDH when absence of or individuals sent home with influenza/influenza-like illness (ILI) or COVID-19-like illness more than 5% of the total number of students and staff within a single week at a site
- Coordinate general and situational Health Service responses at District and site levels
- Advise District Cabinet on COVID-19 requirements and recommendations

Attendance Clerk(s) will:

- Alert Health Service staff of parents/guardians reporting diagnosed COVID-19 or COVID-19-like symptoms
- Collaborate with Health Service staff on absences related to COVID-19 or COVID-19-like symptoms, including MDH and/or provider stay-at-home guidance.
- Excuse absences as indicated in exclusion guidance

Site Outreach Worker(s) will

- Collaborate with Health Service staff, Attendance Clerks, and Social Worker and/or Counselor to communicate information to and from parents/guardians, Health Service staff, health care providers, and others as needed

Site Administrator(s) will:

- Schedule initial and updated trainings/communication with staff
- Establish a site process and place(s) for universal distribution and situational replacement of PPE that is neither by Health Service staff nor in Health Service space
- Support triage fostering separation of ill and well individuals
- Identify alternate spaces and support for students experiencing mental health challenges
 - Students who are experiencing anxiety or other mental health symptoms/crisis should utilize other student support services unless it is impacting their physical health.
- Identify isolation space at their site in coordination with assigned Health Service staff
- Communicate with parents/guardians who have policy/protocol questions/concerns

Isolation space will be:

- Monitored by a staff member when a student is in the space. Staff who are monitoring the student or staff member with symptoms must wear a cloth face mask and practice social distancing.
- Equipped with hygiene supplies, including a cloth face covering / face shield, facial tissues, and alcohol-based hand rub.
- Disinfected by custodial staff between users
- Separated in sections by impermeable barriers and with individuals at least six feet apart.

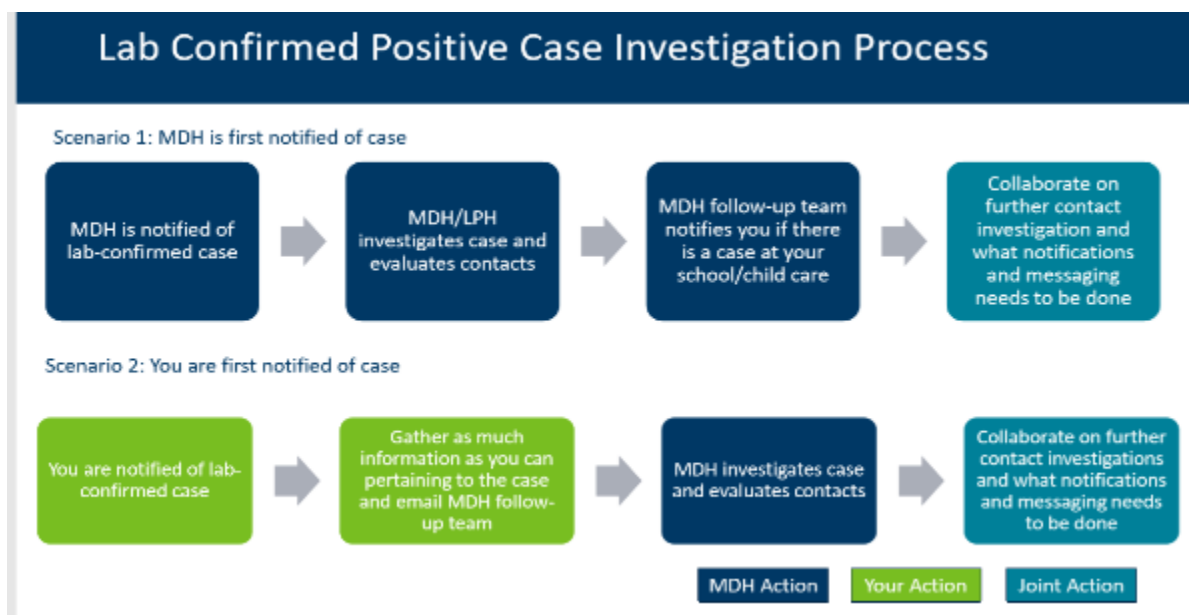
Parents/Guardians/Students will:

- Adhere to MN Executive Orders, State Statutes, MDH and Hennepin County requirements and recommendations, and District policies and protocols
- Communicate with school staff in a timely and on an as needed basis relative to health status and attendance

MDH/Community Public Health Staff/Regional Support Team will:

- Investigate
- Advise on notifications
- Recommend communication

MDH Lab Confirmed Positive Confirmed Investigation process flow chart



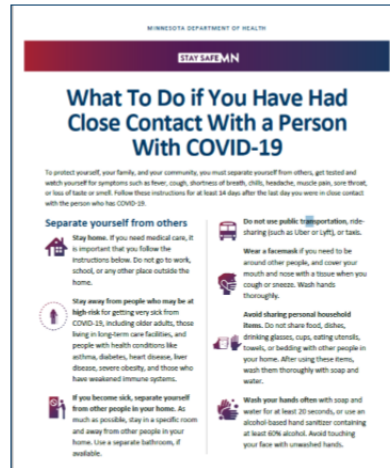
What to Do When Notified of a Lab Confirmed Case of COVID-19 in a School or Child Care Setting

<https://www.health.state.mn.us/diseases/coronavirus/schools/casenotify.pdf>

MDH Template Notification Letters

- Template Letter
<https://docs.google.com/document/d/1skF8yi26jyeflkwbC3YICx7qKYUjL0jel3eC RG9o9wg/edit#heading=h.gjdgxs>
<https://docs.google.com/document/d/1skF8yi26jyeflkwbC3YICx7qKYUjL0jel3eC RG9o9wg/edit#heading=h.gjdgxs>
- Guidance for Close Contacts
<https://www.health.state.mn.us/diseases/coronavirus/contact.pdf>

Guidance for Close Contacts



- Guidance for anyone who is a close contact.
- Provided upon exclusion with the MDH template letter.
- Follow these instructions for at least 14 days after the last day you were in close contact with the person who has COVID-19.
- [What To Do if You Have Had Close Contact With a Person With COVID-19 \(PDF\):
https://www.health.state.mn.us/diseases/coronavirus/contact.pdf](https://www.health.state.mn.us/diseases/coronavirus/contact.pdf)
- Use in conjunction with the Exclusion Guidance.

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MDH decision tree link

[Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#)

Student absence

- Management inquiries will be directed to site Health Service staff, Attendance Clerk, Social Worker, Counselor, and/or Administrator.

Staff Absence

- Management inquiries will be directed to District Human Resources.
- Program Coordinator will collaborate with District Human Resources on MDH-directed notifications and communication.

Student Attendance

- Students will be excused according to MDH requirements and/or Hennepin County and/or District guidelines, and/or health care provider direction.

Confidentiality:

Health information on individuals will be shared on a need-to-know/right-to-know basis according to state and federal statute, guidance, and/or direction.

Communication Materials to go to parents/guardians when student excluded:

- Request for Information from Health Care Provider Form
<https://docs.google.com/document/d/1hhsC6mTB-ByrNxWQXIOqTbAXsHjuaY4K3RIDU2IMrRM/edit>
- Site Point of Contact information (phone, fax, email)
- MDH Decision Tree [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#)
- Free testing locations information
<https://mn.gov/covid19/for-minnesotans/if-sick/testing-locations/index.jsp>

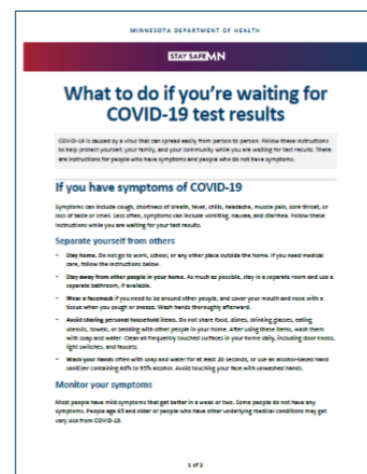
Message: Please contact your health care provider to see about getting tested or visit the Find Testing Locations webpage to find a testing site near you. MDH recommends waiting to be tested until 5 to 7 days after known exposure, which is the optimal time period for the virus to be detected by a test.

Source: Safe Learning Plan for 2020-21: Guidance for Minnesota Public Schools

- What to do if you are waiting for COVID-19 test results
<https://www.health.state.mn.us/diseases/coronavirus/waiting.pdf>

What to do if Waiting for Test Results

- If you (or a household contact) are waiting for test results whether you are symptomatic or not, you need to remain home from school or child care.
- [What to do if you're waiting for COVID-19 test results \(PDF\):](#)
<https://www.health.state.mn.us/diseases/coronavirus/waiting.pdf>



Lessons Learned, Concerns, Challenges

<https://docs.google.com/document/d/1WNQB4Yz0N31v-2CVg6hQJ8XbGhaIPAYUKQKshBQLzX8/edit>

<https://docs.google.com/document/d/1WxbriAL8WTv9N7Eu-OgCn6m6TlboDaJ-8Rtk12Py-us/edit>

Appendix A: Guide for Choosing Protective Equipment

Staff must wear a face covering and/or face shield when providing direct student support services. See the “Face coverings” section for details.

| Types of Close Services | Eye Protection: Face Shield or Goggles | N95 | Medical/Surgical Disposable Mask | Disposable Gloves (non-latex) | Disposable Gowns, Smock, Other Body Coverings |
|--|---|--------------|----------------------------------|--------------------------------|---|
| Activities such as special education assessments and early childhood and vision/hearing screenings. | Optional if unable to tolerate face covering | Not required | Not required | Required, if sharing materials | Not required |
| Transportation-related support (e.g., buckling/unbuckling, wheelchair lockdown). | Optional if unable to tolerate face covering | Not required | Not required | Required | Not required |
| Activities such as instruction, therapy, related services, and crisis/behavior response. | Optional if unable to tolerate face covering or if risk of splash | Not required | Not required | Required, if sharing materials | Optional |
| Speech therapy and articulation therapy services. | Required | Not required | Not required | Required, if sharing materials | Not required |
| Personal care (e.g., diapering, toileting, oral and G-tube feeding) that could expose staff to student’s bodily fluids. | Optional | Not required | Not required | Required | Optional |
| Direct care (e.g., first aid, medications, diabetes care) and monitoring of students unrelated to illness. | Optional | Not required | Not required | Required | Not required |
| Direct care and monitoring of staff/students for symptoms of illness in the health office. | Required | Not required | Required | Required | Required |
| Nebulization treatments, peak flow meter monitoring, oral/nasal suctioning, or closed trach system suctioning. Includes staff cleaning the room after these procedures. | Required | Optional | Required | Required | Required |
| Performing or are present during aerosol-generating procedures, including open trach suctioning and trach cares. Includes staff cleaning the room after these procedures. | Required | Required | Not required | Required | Required |

Health Training and Prevention Resources: Re-Entry 2020
Created by Phoebe Anderson, RN, LSN, MS

Handwashing:

<https://www.youtube.com/watch?v=hbpYFeLuexc&feature=youtu.be>

<https://www.cdc.gov/handwashing/videos.html> (5 videos)

<https://www.youtube.com/watch?reload=9&v=hbpYFeLuexc&feature=youtu.be> - link to RPS-shared Re-Entry Summer 2020 CDC handwashing video

Social Distancing:

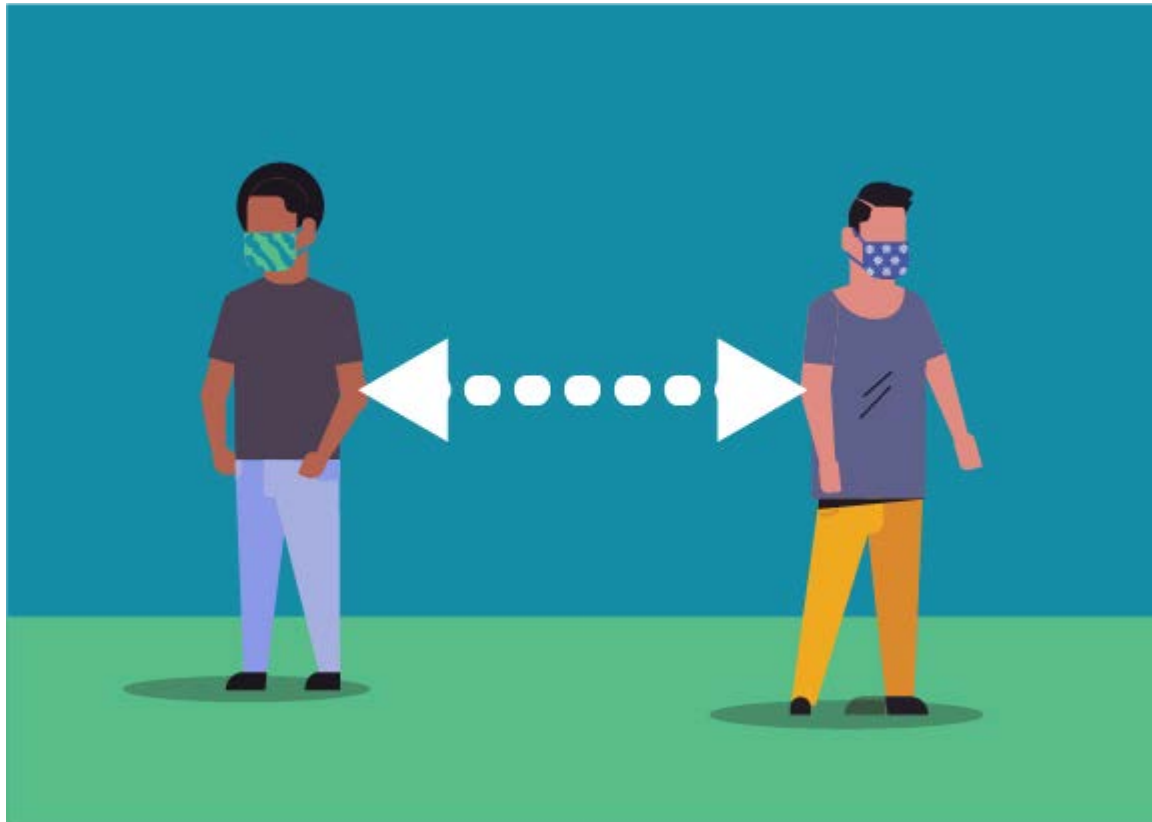
PK/Primary

<https://www.youtube.com/watch?v=asODuVNzDf0> (used w/ permission from Anna Sunday)

CDC Key Times to Practice Social Distancing - video

<https://www.youtube.com/watch?v=nOa8wlhQdzo>

What is social distancing?



Limiting face-to-face contact with others is the best way to reduce the spread of coronavirus disease 2019 (COVID-19).

Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home.

To practice social or physical distancing stay at least 6 feet (about 2 arms’ length) from other people.

In addition to [everyday steps to prevent COVID-19](#), keeping space between you and others is one of the best tools we have to avoid being exposed to this virus and slowing its spread locally and across the country and world.

Limit close contact with others outside your household in indoor and outdoor spaces. Since people can spread the virus before they know they are sick, it is important to stay away from others when possible, even if you—or they—have no symptoms. Social distancing is especially important for [people who are at higher risk](#) for severe illness from COVID-19.

Source Credit: CDC (Centers for Disease Control and Prevention)

Masks:

PK/Primary

<https://www.youtube.com/watch?reload=9&v=vtfP2x8kG8Y> (used w/ permission from Anna Sunday)

HealthyChildren.org - Cloth Face Coverings for Children During COVID-19

<https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Cloth-Face-Coverings-for-Children-During-COVID-19.aspx>

MDH Infectious Disease Director Kris Ehresmann - Masks 101 - video

<https://youtu.be/AA2IOJ2D93c>

CDC How To Wear a Mask - video

<https://www.youtube.com/watch?v=vMCS6gT8SzQ>

CDC Wear a Mask to Protect You and Your Friends - Young Adult

<https://www.youtube.com/watch?v=Mn6axdkbGd4>

CDC Cloth Face Coverings Do’s and Don’ts - video

<https://www.youtube.com/watch?v=VciAY7up1Fs>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>

CDC How to Safely Wear and Take Off a Cloth Face Covering

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>

MDH Step-By-Step How to Safely Wear Your Mask

<https://www.health.state.mn.us/diseases/coronavirus/materials/masksafely.pdf>

COVID-19 Prevention - General

https://www.youtube.com/watch?v=TNOZZkG_EMY (Spanish)

Staff Training

Coronavirus Awareness

District Portal>Safe Schools>Health>Coronavirus Awareness (10 minutes)

Donning and Doffing Gloves

<https://www.youtube.com/watch?v=xueBYfEIFEq>

| RDLS | STEM | SH | Centennial | High School | Middle School | BT- Nicollet | BT-Penn | Partnership |
|--|--|--|--|--|--|--|--|--|
| # of students within school boundary | # of students within school boundary | # of students within school boundary | # of students within school boundary | # of students within school boundary | # of students within school boundary | # of students within school boundary | # of students within school boundary | # of students within school boundary |
| # of students within current walk boundary | # of students within current walk boundary | # of students within current walk boundary | # of students within current walk boundary | # of students within current walk boundary | # of students within current walk boundary | # of students within current walk boundary | # of students within current walk boundary | # of students within current walk boundary |
| students to be transported (by %) | students to be transported (by %) | students to be transported (by %) | students to be transported (by %) | students to be transported (by %) | students to be transported (by %) | students to be transported | students to be transported | students to be transported |

| | | | | | | | | | | | | | | | | | | | | | | | |
|-----|----|----|----|-----|----|----|----|----|----|----|-----|-----|-----|----|-----|----|----|----|----|----|----|----|--|
| 4's | 37 | 6 | 25 | 43 | 9 | 28 | 26 | 2 | 20 | 24 | 5 | 16 | | | | | | | | | | | |
| K | 73 | 9 | 52 | 95 | 19 | 61 | 67 | 4 | 51 | 46 | 7 | 32 | | | | | | | 11 | 11 | 21 | 21 | |
| 1 | 58 | 10 | 39 | 85 | 20 | 52 | 49 | 5 | 36 | 50 | 8 | 34 | | | | | | | 12 | 12 | 20 | 20 | |
| 2 | 59 | 11 | 39 | 78 | 11 | 54 | 73 | 10 | 51 | 63 | 13 | 40 | | | | | | | 16 | 16 | 18 | 18 | |
| 3 | 52 | 13 | 32 | 105 | 25 | 64 | 56 | 7 | 40 | 58 | 12 | 37 | | | | | | | 11 | 11 | 17 | 17 | |
| 4 | 46 | 3 | 35 | 95 | 19 | 61 | 49 | 4 | 36 | 51 | 12 | 32 | | | | | 15 | 15 | | | 26 | 26 | |
| 5 | 40 | 5 | 28 | 89 | 16 | 59 | 47 | 4 | 35 | 48 | 9 | 32 | | | | | 8 | 8 | | | 19 | 19 | |
| 6 | | | | | | | | | | | | | 321 | 80 | 193 | 20 | 20 | | | 22 | 22 | | |
| 7 | | | | | | | | | | | | | 316 | 79 | 190 | 14 | 14 | | | 12 | 12 | | |
| 8 | | | | | | | | | | | | | 329 | 80 | 200 | 28 | 28 | | | 0 | | | |
| 9 | | | | | | | | | | | 285 | 220 | 52 | | | | | | | | | | |
| 10 | | | | | | | | | | | 256 | 193 | 51 | | | | | | | | | | |
| 11 | | | | | | | | | | | 261 | 208 | 43 | | | | | | | | | | |
| 12 | | | | | | | | | | | 209 | 152 | 46 | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----|----|-----|-----|-----|-----|-----|----|-----|-----|----|-----|------|-----|-----|-----|-----|-----|----|---|----|----|---|----|-----|---|-----|
| 365 | 57 | 250 | 590 | 119 | 379 | 367 | 36 | 269 | 340 | 66 | 223 | 1011 | 773 | 192 | 966 | 239 | 583 | 85 | 0 | 85 | 50 | 0 | 50 | 155 | 0 | 155 |
| % | 80 | | % | 80 | % | 80 | % | 80 | % | 80 | % | 80 | % | 80 | % | 80 | | | | | | | | | | |

% of students attending: 80

Students per bus: 22

| | Mon | Tue | Wed | Thur | Fri | | |
|-----------------------|-----------|-----------|-----------|-----------|-----------|------|----|
| Tier 1 | | | | | | RUNS | |
| RDLS(preK-2)all | 155 | 155 | | 155 | 155 | Mon | 23 |
| RDLS(3-5)half M,T-H | 48 | 48 | | 48 | 48 | Tues | 23 |
| STEM(preK-2)all | 195 | 195 | | 195 | 195 | Wed | 0 |
| STEM(3-5)half M,T-H,F | 92 | 92 | | 92 | 92 | Thur | 23 |
| | | | | | | Fri | 23 |
| | Total 490 | Total 490 | Total 0 | Total 490 | Total 490 | | |
| Tier 2 | | | | | | RUNS | |
| SH(preK-2)all | 158 | 158 | | 158 | 158 | Mon | 18 |
| SH(3-5)half M,T-H,F | 56 | 56 | | 56 | 56 | Tues | 18 |
| CENT(preK-2)all | 122 | 122 | | 122 | 122 | Wed | 0 |
| CENT(3-5)half M,T-H,F | 51 | 51 | | 51 | 51 | Thur | 18 |
| | | | | | | Fri | 18 |
| | Total 387 | Total 387 | Total 0 | Total 387 | Total 387 | | |
| Tier 3 | | | | | | RUNS | |
| (6th, half 8th)-M | 193 | | 190 | 51 | | Mon | 20 |
| (9th, 11th)-T | 100 | 52 | 100 | 46 | | Tues | 11 |
| (7th, half 8th)-W | | 43 | | | | Wed | 20 |
| 10th, 12th)-H | | | | | | Thur | 11 |
| BT | 135 | 135 | 135 | 135 | 135 | Fri | 7 |
| | Total 428 | Total 230 | Total 425 | Total 232 | Total 135 | | |
| Tier 4 | | | | | | RUNS | |
| PA | 155 | 155 | 155 | 155 | 155 | Mon | 8 |
| | | | | | | Tues | 8 |
| | | | | | | Wed | 8 |
| | | | | | | Thur | 8 |
| | | | | | | Fri | 8 |

Total 155

Total 155

Total 155

Total 155

Total 155

Enriching and accelerating learning



RICHFIELD
PUBLIC SCHOOLS

Facilities Fall Planning

7/28/2020

Enriqueciendo y acelerando el aprendizaje

Facilities COVID-19 preparations



RICHFIELD
PUBLIC SCHOOLS

- **For students who arrive at the bus stop without a mask, the driver will provide one.**
- **Students will be assigned one student per seat on the bus. We will load from back to front, with an average of 22 students per bus.**
- **When buses arrive at the school**
 - Consider different doors for entry and exit?
 - Students go directly to the classroom
 - 6 foot separation of students coming off the bus and in hallways
 - Consider hand sanitizer/washing upon entry to the building
 - Staff assist with holding the doors to avoid door handle contact?
- **Early arriving walkers – Ensure social distancing**
 - No students congregating outside or in foyers
 - Consider supervision and communication needs
- **Custodians will assist with sanitizing the buses with electrostatic sprayers after each morning drop off**

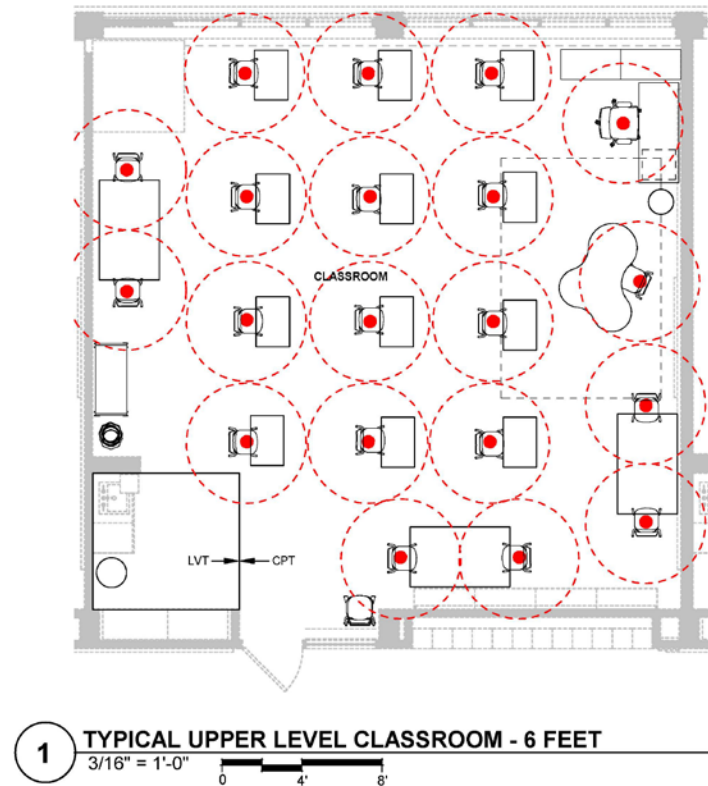
Classroom seating and distancing



RICHFIELD
PUBLIC SCHOOLS



Independent School District #280
Richfield STEM School - 2019 FFE



7/20/2020 1:12:36 PM
C:\Users\miller\Documents\182288 - Richfield STEM School FFE (Central) - morgan@wold.com.nf
\\naserver01.wold.com\00\00000000-STEM_Richfield STEM School\182288_Richfield STEM School FFE\07_ARCH\RevA\182288 - Richfield STEM School FFE (Central).n

COVID Furniture Plan

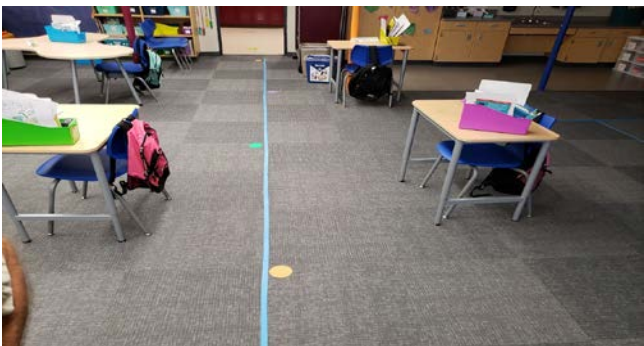
Comm No: 182288

Floor markings



RICHFIELD
PUBLIC SCHOOLS

- Hallways will be marked one-way directional on each side of the hall with 6 foot distancing stickers
- Classrooms will be marked to divide seating areas following distancing guidelines and furniture placed appropriately
- Guidance
 - Only use district provided floor markings
 - Adhesive tape is not permitted on carpeted surfaces, walls or doors
 - Velcro stripes and dots will be provided for carpeted surfaces
 - Vinyl tape and vinyl social distancing stickers for hard surface floors
 - Building admin and custodian to provide assistance for floor marking
 - Classroom marking design to be consistent by building



Passing time, recess and playgrounds



RICHFIELD
PUBLIC SCHOOLS

- Maintain students in “pods” as much as possible
- Consider fewer hallway transitions
- Students use restrooms as needed with hallway supervision
 - Increase restroom cleaning frequency
- Recess
 - Playground disinfection will be difficult to maintain
 - Encourage social distancing type games on athletic fields

Lunch



RICHFIELD
PUBLIC SCHOOLS

- Students will eat lunch in the classroom
- Large trash, recycle and organics barrels will be placed in the hallways
- Coordinate times between classrooms for dumping food trays
- Teacher and students clean desks after lunch
- Custodians will empty large barrels after the lunch break
- Custodians will return barrels to hallways for end of day departure

Student departure

- Students to assist with end of day cleaning (see cleaning procedures)
 - Consider cleaning between hours by student/staff (Middle School/High School)
- Students and teacher to use hand sanitizer upon exiting classroom
- Consider how lockers are used
- Maintain 6' social distancing to buses
- Staff to assist holding open doors
- Buses depart from same door as arrival

Daily cleaning procedures



- **Log all cleaning activities on provided log sheet**
- **General Classroom Cleaning (Anytime)**
 - Trigger spray provided per classroom with mild soap and water
 - Teacher to spray each desk and counter
 - Student to wipe down their own desk with provided paper towel
- **High School Procedures?**
 - When moving to different classroom disinfection
 - Students to assist with disinfectant?
- **End of Day Procedures**
 - Teacher and students to clean each desk, chair, counter and high touch areas
 - Where possible place chairs upside down on desks or tables
 - Pick up large items from the floor
 - Empty classroom waste baskets in large waste container in hallway
- **Custodian will disinfect surfaces, vacuum floors and empty hallway receptacles**

Limit non-essential items in the classroom



RICHFIELD
PUBLIC SCHOOLS

- Personal furniture and furnishings
- Personal appliances and lamps
- Scented air fresheners or oils
- Live plants, fish tanks, taxidermy, pets
- Adhesive tape for walls and flooring
- Multiple waste receptacles

- “Masks required” signage at all entries
- Limited visitors in the schools to only those essential
- Plexiglas panels at all customer facing desks
- Encourage/require water bottles (no drinking fountains)
- Classroom furniture needs
 - Limited Plexiglas panels
 - All student facing the same direction when possible
- No shared school supplies
- Identify sick rooms
- Reassign cleaning teams for day cleaning



Questions?

Facility Cleaning Methods and Considerations

Cleaning Considerations

Richfield Public Schools has prepared in-depth cleaning practices to prevent the exposure of COVID-19. Key elements include:

- Teachers and students will utilize a mild soap and water mixture to assist with cleaning student desks and countertops.
- Custodial employees will utilize XXXX, which is an approved disinfectant on EPA List N.
- Product dwell times can be up to 10 minutes.
- The Safety Data Sheet (SDS) states that required Personal Protective Equipment (PPE) includes chemical resistant gloves, safety goggles, and where engineering controls do not maintain airborne concentrations below recommended exposure limits, respiratory protection.
- The SDS is available to staff on the Facilities and Safety webpage on the Richfield Public Schools website
- The containers are pre-labeled with GHS compliant labels.
- Staff have received training on good cleaning practices and Employee Right-to-Know. Records are in the district office.

When technology items are needing to be cleaned, alcohol wipes will be utilized to prevent damage to the equipment.

Door hangers will be present on each door to note whether rooms were used/dirty or not used/clean. Custodial staff will change the door hangers to “clean” once the room has been cleaned for the day.

Routine Cleaning

The Minnesota Department of Health (MDH) and the Centers for Disease Control and Prevention (CDC) recommend routine cleaning and disinfection occur to assist in prevention of the virus spread. The District accomplishes this through routine cleaning of high touch points as listed below, per CDC guidelines.

Internal custodial staff who complete routine cleaning follow these recommendations:

1. Wear chemical-resistant gloves.
2. If the surface is visibly dirty, clean using soap & water.
3. Disinfect surfaces using disinfectant provided and paper towels and or disposable scrub pads. The product needs to remain wet on the surface for the designated amount of time.
4. Use a garbage bag for your waste. When full, place garbage in the dumpster.
5. Remove gloves, then wash hands thoroughly with warm water and soap for at least 20 seconds.

| SPACE | How Often to Clean & Disinfect | When to Clean & Disinfect | Who is Responsible |
|---|--------------------------------|--|--|
| COMMON AREAS | | | |
| Main Entrance/Vestibule Door Handles & Electronic Door Assist Buttons | 2+ Times/Daily | Throughout the day, after Lunch, after student dismissal | Clerical, Teaching and Custodial Staff |
| Main Office Door Handles | | | |
| Bottle Fillers | | | |
| Check-in Counters/Front Office Counters | | | |
| Handrails | | | |
| Buttons: Elevator, Vending Machines, cash input/output surfaces, etc. | | | |
| Tables/Chairs in Commons Areas | | | |

| | | | |
|--|------------|-------------------------|------------------------------|
| MAIN OFFICES, DISTRICT OFFICES & TEACHERS LOUNGES | | | |
| Door Handles - Indoors and Outdoors | Once Daily | After Student Dismissal | Clerical and Custodial Staff |
| Conference Room Tables | | | |
| Desks | | | |
| Chairs (Armrests, Backs, etc.) | | | |
| Phones and Computers | | | |
| Break Room Tables, Chairs, Appliances, Appliance handles, Doors, Cabinet Pulls, etc. | | | |

| SPACE | How Often to Clean & Disinfect | When to Clean & Disinfect | Who is Responsible |
|-----------------------------------|--------------------------------|---|--|
| GENERAL CLASSROOMS | | | |
| Door Handles and all touch points | 1 + Daily | Throughout the day, before student dismissal and end of day | Teachers, Students and Custodial Staff |
| Door Frames | | | |
| Light Switches | | | |
| Tabletops | | | |
| Desks | | | |
| Chairs (Armrests, Backs, etc.) | | | |
| Cabinet Handles/Knobs | | | |
| Sinks and surrounding | | | |

| | | | |
|---------------------------------------|----------------|---|-----------------|
| BATHROOMS | | | |
| All Faucets and Knobs on Sinks | 2+ Times Daily | Throughout the day, after lunch and after student dismissal | Custodial Staff |
| Sink and surrounding high touch areas | | | |
| Toilet Flusher | | | |
| Toilet/Bowl | | | |
| Toilet Tissue Holder | | | |
| Stall Doors high touch areas | | | |
| Mirrors | | | |
| Soap Dispensers | | | |
| Handles on Main Door Inside/Outside | | | |
| All Accessible Grab Bars | | | |
| Hand Dryers/Paper Towel Dispensers | | | |

| SPACE | How Often to Clean & Disinfect | When to Clean & Disinfect | Who is Responsible |
|-------------------------------------|--------------------------------|---------------------------|--------------------|
| GYMNASIUM | | | |
| Entrance Door Handle | Once Daily | After Student Dismissal | Custodial Staff |
| Shared Equipment/Used Equipment Bin | | | |

Lunch Clean Up

Students will be eating lunch in the classroom.

1. Students will empty their food waste in the large barrels located in the hallway, outside of the classroom.
2. Teachers will assist by spraying the desks and counters with the provided mild soap and water solution.
3. Students will assist by wiping their desk, table or counter by using a provided paper towel.

Cleaning with Suspected or Confirmed Case of COVID-19

MDH and CDC recommend additional cleaning measures take place should there be a known or suspected COVID-19 case within the building. Cleaning occurs in all locations where that person was present. The CDC recommends proceeding with regular cleaning if you receive this information seven days or more since the person has been in the building.

Custodial staff complete the cleaning sequence below if there is a suspected or confirmed case:

1. Vacate the area. Leave windows open for circulation, if feasible.
2. Allow the space to ventilate for at least 24 hours or more, if feasible, before cleaning.
3. Wear chemical-resistant gloves, eye protection and clothing coverings
4. If the surface is visibly dirty, clean using soap & water.
5. Disinfect surfaces using disinfectant provided and paper towels and/or disposable scrub pads. The product needs to remain wet on the surface for the designated amount of time.
6. Use a garbage bag for your waste. When full, place garbage in the dumpster.
7. Remove gloves and then wash hands thoroughly with warm water and soap for at least 20 seconds. Clothing coverings should be removed immediately after cleaning/disinfecting and placed in an airtight plastic bag; these items can be laundered later.

Special Cleaning Considerations:

Toys

During this time, toys in classrooms that cannot be cleaned and sanitized will not be used. After toys are used, they are placed in a separate bin and cleaned by classroom staff. Toys will be disinfected in the following ways:

Clean with water and detergent, rinse, sanitize with an Environmental Protection Agency (EPA)-registered disinfectant, rinse again, and air-dry.

Clean in the dishwasher, sanitize with an -registered disinfectant, rinse again, and air dry.

Clean in the dishwasher using an EPA-registered disinfectant in the dishwasher.

Porous Surfaces

During this time, unnecessary rugs and other porous objects should be removed from classrooms. Other porous surfaces may include chairs, furniture, rugs, linens, clothing, etc. If porous surfaces do need to be cleaned, the following steps will be followed:

- Handle laundry wearing gloves
- Transport laundry in disposable garbage bags when possible OR clean and disinfect the method of transportation
- Do not shake laundry out
- Wash on hottest water setting with regular detergent
- Dry thoroughly

Heating Ventilation and Air Conditioning (HVAC)

- All classrooms have fresh air exchange ventilation systems
- Fresh air exchange rate
- Air filters will be changed every 3-6 months, based on the CDC guidelines

Transportation

Vehicles and buses used to transport staff and students need to be cleaned after every trip. The district's cleaning method will be used. Bus drivers will receive training on proper cleaning practices and will be provided with cleaning supplies and PPE.

Minnesota Department of Public Safety State Fire Marshal Division

School Occupant Loads for COVID-19 Restrictions

Introduction/scope

This document is intended to demonstrate the method of calculating occupant loads for various areas within a school at 50 percent of maximum capacity, as described in scenario two of the Minnesota Department of Health's [2020-2021 Planning Guide for Schools](#). Reduced capacity is only one aspect of these guidelines. This document does not address social distancing strategies.

The Minnesota State Fire Code and Minnesota Building Code provide a method for establishing building occupant loads. Each room or space within a building has its own occupant load based on how it's used. It's important to understand that these occupant loads, called "design" occupant loads, are not intended to strictly limit the number of occupants within a building, room or area. In most cases, it's the egress capacity that will limit the number of occupants. The design occupant load is instead used for determining building design features such as the number, location and width of exits and exit access doorways, door hardware requirements, fire protection systems and features, the number of plumbing fixtures, etc. It is possible to calculate a total occupant load for an entire school building by taking the sum of all occupant loads from each individual room or area, but for the purposes of COVID-19 restrictions each space should be addressed individually.

Calculating occupant load

To calculate the occupant load for a room or area, divide the area (in square feet) by the occupant load factor that best corresponds with its use. Below are common occupant load factors (i.e. number of square feet allocated per person) for various use areas commonly found in school buildings. For areas with fixed seating like theaters and auditoriums, the occupant load equals the number of seats.

- Standard classrooms (desks or table/chair setup): 20 square feet/occupant (net)
- Music classrooms: 20 square feet/occupant (net)
- Science labs (lab stations): 50 square feet/occupant (net)
- Shops and similar vocational areas: 50 square feet/occupant (net)
- Child care/day care rooms: 35 square feet/occupant (net)
- Libraries/media centers – reading and work areas: 50 square feet/occupant (net)
- Libraries/media centers – book shelving/stack areas: 100 square feet/occupant (gross)
- Cafeterias: 15 square feet/occupant (net)
- Gymnasiums and exercise areas: 50 square feet/occupant (gross)
 - When gymnasiums are used for assembly purposes such as school assemblies, public viewing of sporting events, graduation ceremonies, etc., calculating the occupant load becomes more complicated. Please contact your assigned State Fire Marshal Division school inspector, local fire marshal, or local building official for guidance.



Minnesota Department of Public Safety State Fire Marshal Division

- Locker rooms: 50 square feet/occupant (gross)
- Business offices: 100 square feet/occupant (gross)

Gross floor area vs. net floor area

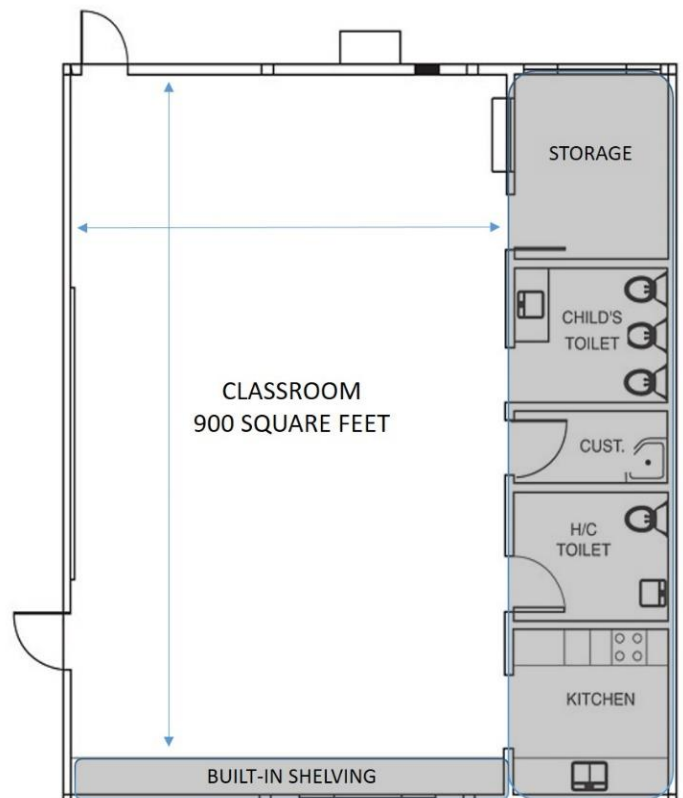
- **Gross floor area** is the area within the inside perimeter of the walls and includes all spaces except for shafts or courts.
- **Net floor area** is the area that can actually be occupied by people and excludes areas where people would not normally congregate (such as stairs, corridors, restrooms, mechanical rooms, etc.).

Occupant load calculation example

Below is an example using a standard 900 square foot classroom.

The occupant load factor for a standard classroom is 20 square feet per occupant. Thus, a 900 square foot classroom has a design occupant load of 45 ($900 \text{ ft}^2 / 20 \text{ ft}^2 \text{ per occupant}$). To determine the occupant load based on reduced capacity due to COVID-19 restrictions, multiply the design occupant load by the applicable reduction percentage. For example, at 50 percent capacity, this classroom could have 22.5 occupants ($45 \times 0.50 = 22.5$). And since people don't come in fractions, we always round up, so the actual number is 23.

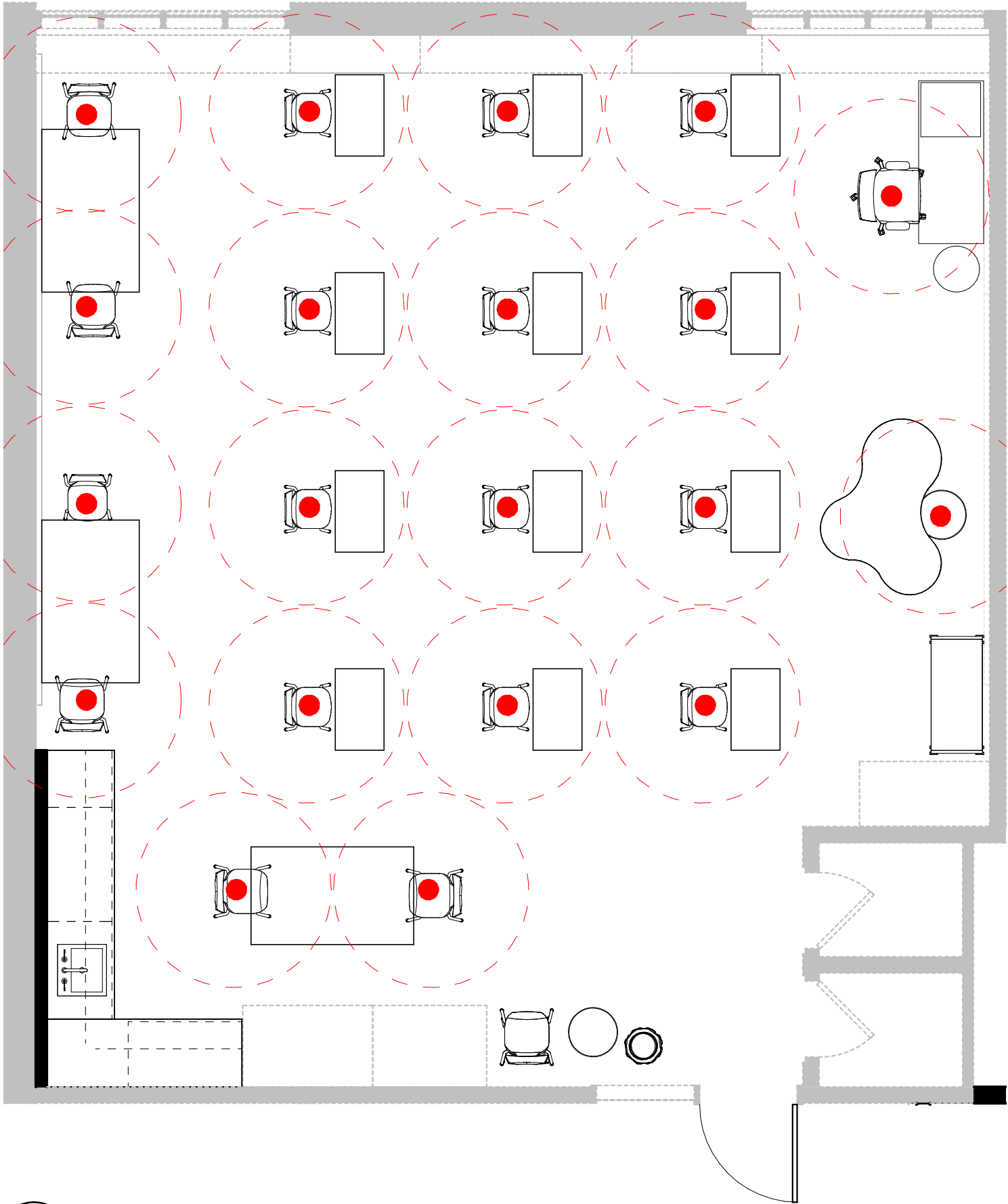
Note that when determining the occupant load for the classroom, non-occupied accessory spaces (the shaded areas in the adjacent figure) are not included in the total net area.



More information

Email the State Fire Marshal Division Fire Code Team at fire.code@state.mn.us. Visit sfm.dps.mn.gov for the latest updates to this information.





1 **TYPICAL CLASSROOM Furniture Plan 6 feet**
1/4" = 1'-0" 0 3' 6'

Planning Team Representatives

Planning Teams:

- Facilitators set schedule of meetings
- Facilitators invite teacher reps and support staff to meetings by Wednesday
- Teachers and support staff can timesheet up to 12 hours (approved by facilitators)
- If additional hours are needed reach out to Cabinet for approval

| Elementary | Secondary | MLL | Special Ed | Student Support Services | Early Learning |
|--|---|--|---|--|---|
| Amy Winter, Colleen Mahoney, Nancy Stachel, Marta Shahsavand, Elementary Director | Carla Hines, Stacy Collins, Kasya Willhite, Ryan Finke, Carrie Vala, Tia Clasen | Kasya Wilhite | Alecia Mobley | Christina Gonzalez, Sarah Miziorko, Steve Flucas, John Cook, Marta Shahsavand | Patrick Burrage, Carole McNaughton-Commers |
| Teacher Reps <ul style="list-style-type: none"> ● Terry Meryhew ● Cindy Lybeck ● Monica Byron ● Alyson Voss ● Rowda Moallin (Cent) ● Kate Rogan (RDLS) ● Sarah Egberg (RDLS) ● Rachel Edstrom (Specialist - STEM) ● Stacy Krohn (SH) ● Gerten, Michelle | Teacher Reps <ul style="list-style-type: none"> ● Sarah Streitz (HS) ● Kathryn Wegner (HS) ● Chris Peterson (HS) ● Katie Stephens (MS) ● Julie Lentz (RCEP) ● Jenni Sjosten (RCEP) ● Mary Gregor (MS) ● Jenna Skinner (MS) | Teacher Reps <ul style="list-style-type: none"> ● Tristan Weinmaster ● Lori Voigt ● Katherine Payne ● Pamela Madsen ● Tricia Davis | Teacher Reps <ul style="list-style-type: none"> ● Leads ● Jodi Donahue ● Kirsten Gulland ● Kim Daraitis ● Amanda Markle ● Leah Wheeler ● Derek Nelson ● Robin Conley | Teacher Reps <ul style="list-style-type: none"> ● Morgan Steele ● Kaye Sweeney - School Psych - STEM/DO ● Marisa Zimmerman - RHS School Social Worker ● Chelsey Hauer or Karen Slaght - RDLS School Social Worker ● Michelle Davis - RMS School Social Worker ● Stephanie Vierze - Sheridan | Teacher Reps <ul style="list-style-type: none"> ● Amber Lampron ● Sarah Wenthold ● Deb Webster ● Jenna Ssemujji ● Rachel Cornes ● Melissa Schramm ● Jola Skajewski ● Tanya Olson ● Rebecca Wald ● Alejandra Theisen ● Maureen Ruhland |

| | | | | | |
|----------------------------|---|----------------------------|---|--|----------------------------|
| (STEM) | <ul style="list-style-type: none"> • Jacqueline Nwaiwu (MS) • Erin Burggraff (MS) | | | Teacher <ul style="list-style-type: none"> • Hannah Virant or Molly Smith - RDLS Sped teacher • Kathryn Wegner - RHS teacher • Tracie Hofmann, SPED, DAPE, PHY ED RHS | |
| Support Staff Reps: | Support Staff Reps: | Support Staff Reps: | Support Staff Reps: <ul style="list-style-type: none"> • Jeff Denesen | Support Staff Reps: Outreach workers Paras | Support Staff Reps: |

| Q - Comp | Athletics/Activities | Operations | After School Program | Technology | Professional Dev. |
|---------------------------|---------------------------|---|---|-------------|--------------------------------|
| Nancy Stachel, Lisa Negus | Jared Ellerson, Dave Boie | Lisa Negus, Michael Manning, Sandy Haug, Dan Kretsinger | Carole McNaughton-Commers, Colleen Mahoney, John Cook, Kasya Willhite, Steve Flucas | Cory Klinge | Mary Clarkson, Latanya Daniels |

| | | | | | |
|---|--|--|--|--|--|
| Teacher Reps <ul style="list-style-type: none"> • Emily Burt • Aubrey Yunker • Jonathan Heyer | Teacher Reps <ul style="list-style-type: none"> • Omar McMillan • Mike Harris • Chris Peterson • Kris Pulford • Carmen Christian | Teacher Reps <ul style="list-style-type: none"> • Mike Harris (HR) • Phoebe Anderson | Teacher Reps <p>Sarah Egberg TJ Stadem Emily Burt</p> | Teacher Reps <ul style="list-style-type: none"> • Ken Friel • Nate Edwards • Matt Brown • Marni Flitsch • Mitch Jacobson | Teacher Reps <ul style="list-style-type: none"> • Katie Stephens • Mike Cunningham • Jenny Sjosten • Terry Meryhew • Cindy Lybeck • Aubrey Yunker • Emily Burt |
| Support Staff Reps: | Support Staff Reps: | Support Staff Reps: <ul style="list-style-type: none"> • Tye Michaels • Marta Weirich • Ashley Simonson, HR • Krissy Dahl, (Food Service) • JoShaunna, RN • Grace Jennings (food service) • Peter Fitzpatrick, (Facilities) • Kyle Gustafson, (Facilities) • Bus Driver -Eric Paulson? | Support Staff Reps: <ul style="list-style-type: none"> • Bob Slater (Beacons) • Lynn Sainati (CE) | Support Staff Reps: | Support Staff Reps: <ul style="list-style-type: none"> • |

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

Agenda Item III.B.2.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: Superintendent Update – Open Enrollment Policy

Superintendent recommends a review of Policy 502, which was last revised in June 2020. We are not planning for a full review or any changes but are bringing sections IV.C.1.a. and IV.C.1.b. to the attention to the board. At this time, we are not recommending any action, but want to remind the board that open enrollment can only be closed through board action. As we monitor enrollment in the fall, we are aware that numbers of student enrollment could be unpredictable, which could require the board to take fast action if we are unable to accommodate additional students due to COVID-19 restrictions.

Attachments:

Policy 502 Resident and Nonresident Student Enrollment

RICHFIELD PUBLIC SCHOOLS

RESIDENT AND NONRESIDENT STUDENT ENROLLMENT

I. PURPOSE

The purpose of this policy is to provide a framework for enrollment of resident and nonresident students, in accordance with law and policy.

II. GENERAL STATEMENT OF POLICY

The Richfield Board of Education recognizes that choice in the selection of a public school provides parents and learners an opportunity to seek a school that best fits their needs and interests. To this end, in addition to serving students who are Richfield residents, the school district desires to participate in the Enrollment Options Program established by Minnesota Statutes § 124D.03. The school district is also supportive of interdistrict transfer agreements that allow for the transfer of students in grades K-12 into or out of the school district.

III. RESIDENT STUDENT ENROLLMENT

A. Admission of Resident Students - Pursuant to Minn. Stat. § 120A.20, Subd.1, admission to the Richfield Public Schools is free to any student residing within the school district who is under 21 years of age and meets either the minimum age requirements outlined in Board Policy 501 or the early entrance requirements outlined in Administrative Guidelines 501.2.

B. Education and Residence of Homeless Students - Notwithstanding Section III.A above, admission shall not be denied to a school aged student who is homeless, highly-mobile and/or experiencing housing instability solely because the district cannot determine that the student is a resident of the school district. Pursuant to Minn. Stat. § 120A.20, Subd.2b, the school district of residence for a school aged student who is homeless, highly-mobile and/or experiencing housing instability shall be the school district in which the parent or legal guardian resides, unless: (1) parental rights have been terminated by court order; (2) the parent or guardian is not living within the state; or (3) the parent or guardian having legal custody of the child is an inmate of a Minnesota correctional facility or is a resident of a halfway house under the supervision of the commissioner of corrections. If any of clauses (1) to (3) apply, the school district of residence shall be the school district in which the pupil resided when the qualifying event occurred. If no other district of residence can be established, the school district of residence shall be the school district in which the pupil currently resides. If there is a dispute between school districts regarding residency, the district of residence is the district designated by the commissioner of education.

C. Registration Requirements, Including Determination of Residency

1. Administrative Guidelines 502.1 provides a sample listing of new student registration requirements, including a notice outlining a variety of ways to establish residency status.
2. Administrative Guidelines 502.2 is a sample form that may be used by a non-resident parent to assign parental authority and power of attorney for a school-age child to a resident of the school district. The form affirms that the child is residing in the district for the purpose of receiving care and support, and not for the primary purpose of attending school in the district. Upon submission of the form, the child may be enrolled as a resident of the district.

IV. NONRESIDENT STUDENT ENROLLMENT UNDER THE ENROLLMENT OPTIONS PROGRAM

A. This section outlines the application and exclusion procedures for the Enrollment Options Program established by Minn. Stat. § 124D.03.

B. Eligibility - Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, , class, grade level, or school building, as established by school board resolution in accordance with standards outlined in Section C1 below.

C. Standards

1. The following standards *may* be used in determining whether to accept or reject an application for open enrollment:
 - a. Space is available for the applicant under enrollment cap standards established by school board policy or other directive.
 - b. In considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (1) one percent of the total enrollment at each grade level in the school district; or (2) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
 - c. The applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

2. Standards that may be used for rejection of application. In addition to the provision of II.A. Pursuant to Minn. Stat. § 124D.03 subd. 1(b), the school district may refuse to allow a pupil who is expelled under Minn.2. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:

- a. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one half inches in length, at school or a school function as defined by United States Code, title 18, section 930, paragraph (g)(2), at school or a school function;
- b. possessing or using an illegal drug at school or a school function;
- c. selling or soliciting the sale of a controlled substance while at school or a school function; or
- d. committing a third degree assault as described in Minn. Stat. §609.223, subd.1.

3. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

- a. previous academic achievement of a student;
- b. athletic or extracurricular ability of a student;
- c. disabling conditions of a student;
- d. a student's proficiency in the English language;
- e. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
- f. previous disciplinary proceedings involving the student that do not involve exclusion, expulsion or discipline involving a recommendation toward expulsion/exclusion. This shall not preclude the school district from proceeding with exclusion as set out in Section IV.C. of this policy.

- D. Application** - The student and parent or guardian must complete and submit the MDE Application for Enrollment, which is located here: <https://education.mn.gov/MDE/fam/open/>, the application documents are either:
- [General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education](#) or
 - [Statewide Enrollment Options Application for State-funded Voluntary Pre-Kindergarten \(VPK\) or School Readiness Plus \(SRP\) Application](#)

E. K-12 Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. The student's resident district does not operate a school building;
2. The municipality is located partially or fully within the boundaries of at least five school districts;
3. The nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and,
4. No other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

A lottery process is used to create equitable opportunities for student placement in Richfield's three and four year old preschool programs. An early childhood lottery will be conducted annually and placement will be determined based on program availability and eligibility requirements set by the Minnesota Department of Education when applicable. The district will communicate the early childhood lottery process and timelines annually in the fall community education catalog and on the district website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous

disciplinary proceedings except as noted in C. 2 above, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Stat. § 260C.007 Subd. 19, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

V. OTHER ENROLLMENT OF NONRESIDENT STUDENTS

- A. **Grade 11 - 12 Enrollment** - In accordance with Minn. Stat. § 124D.08. Subd. 3, students who move after completing the tenth grade at Richfield High School may apply for an interdistrict transfer and graduate with their class. Approval of the resident district is not required.
- B. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notices shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- 1 C. Notwithstanding the requirement that an application must be approved by
2 the board of the nonresident district, a student who has been enrolled in a
3 district, who is identified as homeless, and whose parent or legal guardian
4 moves to another district, or who is placed in foster care in another school
5 district, may continue to enroll in the nonresident district without the
6 approval of the board of the nonresident district. The approval of the board
7 of the student's resident district is not required.
8
- 9 D. Students moving into the district prior to October 1, may apply for an
10 interdistrict transfer to begin the year in Richfield prior to their move. If the
11 resident district does not approve the agreement, the student(s) will still be
12 allowed to begin the year on a tuition free basis. The same applies to
13 students moving out of Richfield after April 30 who wish to complete the
14 school year at Richfield.
15
- 16 E. **High School Graduation Incentives Program** - Requests for enrollment
17 in the Richfield Public Schools or another public school district as part of the
18 High School Graduation Incentives Program shall be approved or
19 disapproved in accordance with the provisions of Minn. Stat. § 124D.68.
20
- 21 F. **Nonresident attendance on a tuition basis** - Nonresident students who
22 wish to attend the Richfield Public Schools apart from the provisions of this
23 or other district policy shall pay tuition as established annually by the Board
24 of Education. Such tuition charge shall be based on the total maintenance
25 cost per pupil unit, exclusive of transportation, or the previous school year
26 plus an assessment for capital outlay and debt service based on actual
27 costs per pupil unit for these items in the previous school year.
28
29
30

31 **VI. ENROLLMENT IN SCHOOLS AND PROGRAMS OPERATED BY CONSORTIA**
32

33 Access of resident and nonresident students to schools and programs operated by
34 consortia is governed by policies established by or laws applicable to each
35 consortium. Such policies and laws are referenced at the end of this policy.
36
37

- 38 *Legal References:* Minn. Stat. §124D.03, Subds. 3, 4, 6 and 7 (Enrollment Options
39 Program)
40 Minn. Stat. § 124D.68 (High School Graduation Incentives
41 Program)
42 Minn. Stat. § 121A.40 to 121A.56 (The Pupil Fair Dismissal Act
43 of 1974)
44 Minn. Stat. §260C.007, Subd. 19 (Habitual Truant)
45 Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)
46 Minn. Stat. § 124D.08 (Agreements between School Boards;
47 Enrollment Exceptions
48
- 49 *Cross References:* Board Policy 501 (Initial Entrance to School)

Board Policy 503 (Foreign Students)
Board Policy 541 (Student Behavior)
West Metro Education Program Joint Board Policy 509 (Student
Enrollment Policies and Procedures)

ADOPTED BY THE BOARD OF EDUCATION: August 17, 1987

REVIEWED BY THE BOARD OF EDUCATION: March 4, 2013

REVISED BY THE BOARD OF EDUCATION: April 1, 1996, June 15, 1998, September
18, 2000, March 6, 2006, May 1, 2006; February 19, 2008, June 15, 2020

| FUND | CHECK | DATE | VENDOR | TYPE | AMOUNT |
|------|--------|------------|-----------------------------------|------|------------|
| 01 | 298302 | 07/09/2020 | CARQUEST AUTO PARTS | R | 223.72 |
| 01 | 298366 | 07/22/2020 | CARQUEST AUTO PARTS | R | 59.28 |
| 01 | 298367 | 07/22/2020 | CEDAR SMALL ENGINE | R | 136.82 |
| 01 | 298372 | 07/22/2020 | FREEWAY FORD | R | 140.69 |
| 01 | 298375 | 07/22/2020 | HOGLUND BUS CO INC | R | 107.25 |
| 01 | 298379 | 07/22/2020 | MIDWEST BUS PARTS INC | R | 189.19 |
| 01 | 298251 | 07/02/2020 | H BROOKS AND COMPANY LLC | R | 3,424.84 |
| 01 | 298253 | 07/02/2020 | PAN O GOLD BAKING CO | R | 72.45 |
| 01 | 298254 | 07/02/2020 | TRIO SUPPLY COMPANY | R | 307.69 |
| 01 | 298255 | 07/02/2020 | UPPER LAKES FOODS | R | 7,515.61 |
| 01 | 298283 | 07/09/2020 | H BROOKS AND COMPANY LLC | R | 5,283.64 |
| 01 | 298291 | 07/09/2020 | PAN O GOLD BAKING CO | R | 116.10 |
| 01 | 298296 | 07/09/2020 | TRIO SUPPLY COMPANY | R | 261.27 |
| 01 | 298297 | 07/09/2020 | UPPER LAKES FOODS | R | 23,786.01 |
| 01 | 298336 | 07/14/2020 | UPPER LAKES FOODS | R | 4,519.01 |
| 01 | 298343 | 07/16/2020 | H BROOKS AND COMPANY LLC | R | 3,710.51 |
| 01 | 298347 | 07/16/2020 | PAN O GOLD BAKING CO | R | 82.80 |
| 01 | 298360 | 07/16/2020 | UPPER LAKES FOODS | R | 5,519.89 |
| 01 | 298252 | 07/02/2020 | HUBERT COMPANY, LLC | R | 1,060.81 |
| 01 | 298256 | 07/02/2020 | ACTIVE INTERNET TECHNOLOGIES, LLC | R | 13,250.00 |
| 01 | 298257 | 07/02/2020 | ALLIED 100, LLC | R | 338.00 |
| 01 | 298258 | 07/02/2020 | ANOKA-HENNEPIN SCHOOL DIST #11 | R | 800.00 |
| 01 | 298259 | 07/02/2020 | BRAMBILLA'S LEASE SYSTEMS, INC | R | 2,161.00 |
| 01 | 298260 | 07/02/2020 | CDW GOVERNMENT INC | R | 126,705.00 |
| 01 | 298261 | 07/02/2020 | COMCAST | R | 265.04 |
| 01 | 298262 | 07/02/2020 | DREAMBOX LEARNING | R | 29,247.50 |
| 01 | 298263 | 07/02/2020 | HOPE CHURCH | R | 14,338.47 |
| 01 | 298264 | 07/02/2020 | KINECT ENERGY INC | R | 505.00 |
| 01 | 298265 | 07/02/2020 | MASA | R | 860.00 |
| 01 | 298266 | 07/02/2020 | MASBO | R | 110.00 |
| 01 | 298267 | 07/02/2020 | MASSP-MN ASSOCIATION | R | 964.00 |
| 01 | 298268 | 07/02/2020 | MESPA-MN ELEMENTARY | R | 924.00 |
| 01 | 298269 | 07/02/2020 | MN DEPT HEALTH | R | 240.00 |
| 01 | 298270 | 07/02/2020 | NUTRILINK | R | 1,125.00 |
| 01 | 298271 | 07/02/2020 | PCS REVENUE CONTROL | R | 9,609.00 |
| 01 | 298272 | 07/02/2020 | PEAR DECK, INC | R | 5,350.00 |
| 01 | 298273 | 07/02/2020 | QUALTRICS, LLC | R | 13,500.00 |
| 01 | 298274 | 07/02/2020 | RICHFIELD ROTARY CLUB | R | 280.00 |
| 01 | 298275 | 07/02/2020 | RYAN JEANNIE M | R | 938.27 |
| 01 | 298276 | 07/02/2020 | SCHOOLOGY, INC | R | 20,850.08 |
| 01 | 298277 | 07/02/2020 | TIERNEY BROTHERS INC | R | 49,622.60 |
| 01 | 298278 | 07/02/2020 | WISEIDENTITY LLC | R | 4,394.70 |
| 01 | 298279 | 07/08/2020 | TAFFE SARAH ANN | R | 8,165.60 |
| 01 | 298280 | 07/09/2020 | ARVIG ENTERPRISES INC | R | 1,107.90 |
| 01 | 298281 | 07/09/2020 | COMCAST BUSINESS | R | 244.74 |
| 01 | 298282 | 07/09/2020 | FRB | R | 66,406.51 |
| 01 | 298284 | 07/09/2020 | HEALTHJOY LLC | R | 11,089.00 |
| 01 | 298285 | 07/09/2020 | HOBART SERVICE | R | 443.93 |

| FUND | CHECK | DATE | VENDOR | TYPE | AMOUNT |
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| 01 | 298286 | 07/09/2020 | KAMI | R | 5,355.00 |
| 01 | 298287 | 07/09/2020 | MALLAWAARATCHY, MANJULA S | R | 51.50 |
| 01 | 298288 | 07/09/2020 | METRO ECSU | R | 4,561.90 |
| 01 | 298289 | 07/09/2020 | MINNESOTA DEPARTMENT OF HEALTH | R | 35.00 |
| 01 | 298290 | 07/09/2020 | MINNSPRA | R | 95.00 |
| 01 | 298292 | 07/09/2020 | RSCHOOLTODAY | R | 244.00 |
| 01 | 298293 | 07/09/2020 | SCENARIO LEARNING, LLC | R | 10,042.50 |
| 01 | 298294 | 07/09/2020 | MACARIO CORPORATION | R | 3,750.00 |
| 01 | 298295 | 07/09/2020 | TIERNEY BROTHERS INC | R | 27,145.00 |
| 01 | 298298 | 07/09/2020 | VERIZON WIRELESS | R | 555.26 |
| 01 | 298299 | 07/09/2020 | VSP VISION SERVICE PLAN | R | 2,210.51 |
| 01 | 298300 | 07/09/2020 | INSTITUTE FOR ENVIROMENTAL | R | 1,551.25 |
| 01 | 298301 | 07/09/2020 | BLUETARP FINANCIAL | R | 27.97 |
| 01 | 298303 | 07/09/2020 | CINTAS CORPORATION NO 2 | R | 91.70 |
| 01 | 298304 | 07/09/2020 | DICKS LAKEVILLE SANITATION INC | R | 7,891.26 |
| 01 | 298305 | 07/09/2020 | ECM PUBLISHERS INC | R | 333.20 |
| 01 | 298306 | 07/09/2020 | ECOLAB INC | R | 233.71 |
| 01 | 298307 | 07/09/2020 | GSSC-GENERAL SECURITY SERVICE | R | 200.00 |
| 01 | 298308 | 07/09/2020 | HERITAGE CRYSTAL CLEAN INC | R | 369.07 |
| 01 | 298309 | 07/09/2020 | HILLYARD | R | 1,268.00 |
| 01 | 298310 | 07/09/2020 | ISD #271 | R | 79,546.00 |
| 01 | 298311 | 07/09/2020 | JAYTECH, INC | R | 78.40 |
| 01 | 298312 | 07/09/2020 | MCCARTHY WELL COMPANY | R | 885.00 |
| 01 | 298313 | 07/09/2020 | NEW LIFE ENTERPRISE | R | 149.49 |
| 01 | 298314 | 07/09/2020 | SHERWIN WILLIAMS CO | R | 180.86 |
| 01 | 298315 | 07/09/2020 | SUMMIT COMPANIES | R | 1,212.00 |
| 01 | 298316 | 07/09/2020 | XCEL ENERGY | R | 35.12 |
| 01 | 298317 | 07/14/2020 | CINTAS CORPORATION NO 2 | R | 109.34 |
| 01 | 298318 | 07/14/2020 | CITY OF RICHFIELD | R | 6,527.59 |
| 01 | 298319 | 07/14/2020 | DARK KNIGHT SOLUTIONS, LLC | R | 350.00 |
| 01 | 298320 | 07/14/2020 | WW GRAINGER INC | R | 735.55 |
| 01 | 298321 | 07/14/2020 | HAWKINS INC | R | 2,693.73 |
| 01 | 298322 | 07/14/2020 | HILLYARD | R | 7,374.64 |
| 01 | 298323 | 07/14/2020 | HOGAN ASSESSMENT SYSTEMS INC | R | 1,650.00 |
| 01 | 298324 | 07/14/2020 | IIX INSURANCE INFORMATION EXCHAN | R | 85.60 |
| 01 | 298325 | 07/14/2020 | INSTITUTE FOR ENVIROMENTAL | R | 5,792.89 |
| 01 | 298326 | 07/14/2020 | LEROY'S GREAT BEAR | R | 36.00 |
| 01 | 298327 | 07/14/2020 | METRO APPLIANCE RECYCLING | R | 481.00 |
| 01 | 298328 | 07/14/2020 | OCCUPATIONAL MEDICINE CONSULTAN | R | 104.25 |
| 01 | 298329 | 07/14/2020 | RUPP ANDERSON SQUIRES & WALDSPUR | R | 3,430.97 |
| 01 | 298330 | 07/14/2020 | SAFETYFIRST PLAYGROUND MAINTENAI | R | 700.00 |
| 01 | 298331 | 07/14/2020 | SHERWIN WILLIAMS CO | R | 574.79 |
| 01 | 298332 | 07/14/2020 | INDIGO SIGNWORKS, INC. | R | 936.00 |
| 01 | 298333 | 07/14/2020 | TITAN ENVIROMENTAL, INC. | R | 7,938.00 |
| 01 | 298334 | 07/14/2020 | TOLL COMPANY | R | 43.32 |
| 01 | 298335 | 07/14/2020 | TRUGREEN LIMITED PARTNERSHIP | R | 7,022.40 |
| 01 | 298337 | 07/14/2020 | VELOCITY DRAIN SERVICES INC | R | 300.00 |
| 01 | 298338 | 07/16/2020 | AMSD-ASSOC OF METRO | R | 9,166.00 |

| FUND | CHECK | DATE | VENDOR | TYPE | AMOUNT |
|------|--------|------------|-----------------------------------|------|-----------|
| 01 | 298339 | 07/16/2020 | BLUE CROSS BLUE SHIELD OF MINNESO | R | 1,222.50 |
| 01 | 298340 | 07/16/2020 | CENTURYLINK | R | 39.11 |
| 01 | 298341 | 07/16/2020 | COMCAST BUSINESS | R | 529.74 |
| 01 | 298342 | 07/16/2020 | CULLIGAN SOFT WATER | R | 9.50 |
| 01 | 298344 | 07/16/2020 | HONDA FINANCIAL SERVICES | R | 268.80 |
| 01 | 298345 | 07/16/2020 | INSTITUTE FOR ENVIROMENTAL | R | 1,350.00 |
| 01 | 298346 | 07/16/2020 | KNOWBE4, INC | R | 6,834.24 |
| 01 | 298348 | 07/16/2020 | PAPCO, INC. | R | 108.86 |
| 01 | 298349 | 07/16/2020 | PREMIUM WATERS INC | R | 26.00 |
| 01 | 298350 | 07/16/2020 | PUMP & METER SERVICE | R | 792.35 |
| 01 | 298351 | 07/16/2020 | REGION 1 INFORMATION MGMT SERVIC | R | 2,385.00 |
| 01 | 298352 | 07/16/2020 | RODRIGUEZ EMBROIDERY INC | R | 4,452.82 |
| 01 | 298353 | 07/16/2020 | SAVVAS LEARNING COMPANY LLC | R | 8,527.07 |
| 01 | 298354 | 07/16/2020 | SEESAW LEARNING, INC. | R | 10,951.60 |
| 01 | 298355 | 07/16/2020 | SHERWIN WILLIAMS CO | R | 42.38 |
| 01 | 298356 | 07/16/2020 | SOLAR SHIELD, INC. | R | 3,843.00 |
| 01 | 298357 | 07/16/2020 | SOLARWINDS ITSM US, INC | R | 19,782.96 |
| 01 | 298358 | 07/16/2020 | UNITED HEALTHCARE | R | 159.60 |
| 01 | 298359 | 07/16/2020 | UNITED HEALTHCARE INSURANCE CO | R | 479.54 |
| 01 | 298361 | 07/16/2020 | ZAHL PETROLEUM MAINTENANCE CO | R | 44,728.80 |
| 01 | 298362 | 07/22/2020 | STAR TRIBUNE | R | 3,140.00 |
| 01 | 298363 | 07/22/2020 | BESSER WELDING & FABRICATION | R | 230.00 |
| 01 | 298364 | 07/22/2020 | BSI MECHANICAL, INC. | R | 1,731.21 |
| 01 | 298365 | 07/22/2020 | BSN SPORTS, LLC | R | 217.19 |
| 01 | 298368 | 07/22/2020 | CINTAS CORPORATION NO 2 | R | 91.70 |
| 01 | 298369 | 07/22/2020 | DAKOTA ACADEMIC CONSULTING INC | R | 500.00 |
| 01 | 298370 | 07/22/2020 | DELEGARD TOOL COMPANY | R | 66.27 |
| 01 | 298371 | 07/22/2020 | ECOLAB INC | R | 133.55 |
| 01 | 298373 | 07/22/2020 | WW GRAINGER INC | R | 47.80 |
| 01 | 298374 | 07/22/2020 | HILLYARD | R | 160.65 |
| 01 | 298376 | 07/22/2020 | HOME DEPOT U.S.A. | R | 1,379.59 |
| 01 | 298377 | 07/22/2020 | INTERSTATE ALL BATTERY CENTER | R | 17.90 |
| 01 | 298378 | 07/22/2020 | LOFFLER COMPANIES | R | 159.00 |
| 01 | 298380 | 07/22/2020 | NEW DOMINION SCHOOL | R | 4,953.80 |
| 01 | 298381 | 07/22/2020 | POVOLNY KATHLEEN IGOE | R | 60.00 |
| 01 | 298382 | 07/22/2020 | SUBURBAN TIRE WHOLESALE | R | 83.86 |
| 01 | 298383 | 07/22/2020 | XCEL ENERGY | R | 7.39 |
| 01 | 298384 | 07/22/2020 | ZACK'S INC. | R | 846.93 |
| 01 | 298385 | 07/22/2020 | BLUE CROSS BLUE SHIELD OF MINNESO | R | 9,408.00 |
| 01 | 298386 | 07/22/2020 | BOND TRUST SERVICES CORP | R | 2,850.00 |
| 01 | 298387 | 07/22/2020 | BRINK'S INCORPORATED | R | 1,246.92 |
| 01 | 298388 | 07/22/2020 | CATALYST BUYING GROUP LLC | R | 939.99 |
| 01 | 298389 | 07/22/2020 | CINTAS CORPORATION NO 2 | R | 201.04 |
| 01 | 298390 | 07/22/2020 | DIGI INTERNATIONAL, INC. | R | 330.00 |
| 01 | 298391 | 07/22/2020 | DIGITAL INSURANCE LLC | R | 5,190.00 |
| 01 | 298392 | 07/22/2020 | EDUCATORS BENEFIT CONSULTANTS LL | R | 426.99 |
| 01 | 298393 | 07/22/2020 | FRONTLINE TECHNOLOGIES GROUP LLC | R | 19,283.28 |
| 01 | 298394 | 07/22/2020 | FURTHER | R | 5,463.00 |

| FUND | CHECK | DATE | VENDOR | TYPE | AMOUNT |
|------|----------|------------|----------------------------------|------|--------------------------|
| 01 | 298395 | 07/22/2020 | GOODHEART-WILCOX PUBLISHERS | R | 99.35 |
| 01 | 298396 | 07/22/2020 | GROUP MEDICAREBLUE RX | R | 6,510.00 |
| 01 | 298397 | 07/22/2020 | IDEAL ENERGIES LLC | R | 992.09 |
| 01 | 298398 | 07/22/2020 | INTERSTATE ALL BATTERY CENTER | R | 11.94 |
| 01 | 298399 | 07/22/2020 | ISD #271 | R | 775.00 |
| 01 | 298400 | 07/22/2020 | JUNK MASTERS LLC | R | 400.00 |
| 01 | 298401 | 07/22/2020 | KREMER SERVICES LLC | R | 12,098.17 |
| 01 | 298402 | 07/22/2020 | LOFFLER | R | 1,225.09 |
| 01 | 298403 | 07/22/2020 | LOFFLER COMPANIES | R | 195.00 |
| 01 | 298404 | 07/22/2020 | MADISON NATIONAL LIFE INS CO INC | R | 2,193.60 |
| 01 | 298405 | 07/22/2020 | MARIA ZARAGOZA | R | 5.00 |
| 01 | 298406 | 07/22/2020 | MATRIX COMMUNICATIONS INC | R | 132,286.14 |
| 01 | 298407 | 07/22/2020 | MINUTEMAN PRESS OF RICHFIELD | R | 168.00 |
| 01 | 298408 | 07/22/2020 | MSBA-MINNESOTA SCHOOL BOARD AS'S | R | 10,231.00 |
| 01 | 298409 | 07/22/2020 | NAVIANCE | R | 1,895.25 |
| 01 | 298410 | 07/22/2020 | NEW LIFE ENTERPRISE | R | 301.50 |
| 01 | 298411 | 07/22/2020 | NWEA | R | 39,130.00 |
| 01 | 298412 | 07/22/2020 | PTM DOCUMENT SYSTEMS | R | 576.58 |
| 01 | 298413 | 07/22/2020 | SAFETYFIRST PLAYGROUND MAINTENAI | R | 800.00 |
| 01 | 298414 | 07/22/2020 | SCHOOL SERVICE EMPLOYEES UNION | R | 3,717.96 |
| 01 | 298415 | 07/22/2020 | SUMMIT COMPANIES | R | 1,235.53 |
| 01 | 298416 | 07/22/2020 | UNITED STATES TREASURER | R | 230.00 |
| 01 | 298417 | 07/22/2020 | VSP VISION SERVICE PLAN | R | 3,705.49 |
| 01 | 298418 | 07/24/2020 | ALL FURNITURE INC | R | 2,000.00 |
| 01 | 298419 | 07/24/2020 | AQUA ENGINEERING INC | R | 5,260.65 |
| 01 | 298420 | 07/24/2020 | BRAUN INTERTEC CORP | R | 9,187.50 |
| 01 | 298421 | 07/24/2020 | CORVAL CONSTRUCTION | R | 1,034,237.95 |
| 01 | 298422 | 07/24/2020 | EBERT CONSTRUCTION | R | 1,806,953.30 |
| 01 | 298423 | 07/24/2020 | ICS CONSULTING, INC. | R | 76,712.97 |
| 01 | 298424 | 07/24/2020 | INSTITUTE FOR ENVIROMENTAL | R | 143,203.83 |
| 01 | 298425 | 07/24/2020 | INTEREUM, INC | R | 7,288.20 |
| 01 | 298426 | 07/24/2020 | LS BLACK CONSTRUCTORS, INC. | R | 1,418,764.20 |
| 01 | 298427 | 07/24/2020 | MAVO SYSTEMS INC | R | 9,173.95 |
| 01 | 298428 | 07/24/2020 | SHAW-LUNDQUIST ASSOCIATES, INC. | R | 2,350,991.87 |
| 01 | 298429 | 07/24/2020 | WOLD ARCHITECTS AND ENGINEERS | R | 69,085.83 |
| 01 | 298430 | 07/24/2020 | ALL FURNITURE INC | R | 3,200.00 |
| 01 | 298431 | 07/24/2020 | ALL STATE COMMUNICATIONS INC | R | 18,900.00 |
| 01 | 298432 | 07/24/2020 | AQUA ENGINEERING INC | R | 4,798.00 |
| 01 | V2100689 | 07/15/2020 | GOVERNMENT LEASING | R | 50,372.04 |
| 01 | V2100690 | 07/16/2020 | SUN TRUST EQUIPMENT FINANCE LEAS | R | 71,715.62 |
| 01 | V2100691 | 07/20/2020 | UNITED STATES TREASURY | R | 3,260.34 |
| | | | | | <hr/> <hr/> 8,114,092.56 |

CHECKS & E-PAY RUNS 8/03/2020 BOARD REPORTS

| BANK 05 | DATE | AMOUNT |
|---------|------------|--------------|
| CHECKS | 07/02/2020 | 308,759.06 |
| | 07/08/2020 | 8,165.60 |
| | 07/09/2020 | 257,061.52 |
| | 07/14/2020 | 51,405.08 |
| | 07/15/2020 | 50,372.04 |
| | 07/16/2020 | 196,728.69 |
| | 07/20/2020 | 3,260.34 |
| | 07/22/2020 | 278,581.98 |
| | 07/24/2020 | 6,959,758.25 |

E-Pays

| | |
|------------------------|---------------------|
| CHECK REGISTER TOTAL = | 8,114,092.56 |
|------------------------|---------------------|

| BREAKDOWN | |
|--------------|---------------------|
| 01-206-00 | 1,130,482.66 |
| 02-206-00 | 54,599.82 |
| 03-206-00 | 779.54 |
| 04-206-00 | |
| 06-206-00 | 6,928,230.54 |
| 07-206-00 | - |
| 08-206-00 | - |
| 20-206-00 | |
| 21-206-00 | - |
| 47-206-00 | - |
| 50-206-00 | - |
| BANK TOTAL = | 8,114,092.56 |

SUPERINTENDENT'S REPORT AND AGENDA

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

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

Monday, August 3, 2020
7:00 p.m. School Board Meeting

CALL TO ORDER

The regular meeting of the Board of Education of ISD 280, Hennepin County, Richfield, Minnesota was held on Monday, August 3, 2020, via virtual meeting due to the current federal and state emergency declarations and guidance about limiting person-to-person contact due to the COVID-19 (coronavirus) pandemic. Chair Crystal Brakke called the Regular Board Meeting to order at 7:02 pm with the following school board members in attendance: Cole, Smisek, Maleck, and Pollis. Toensing was not able to attend.

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

REVIEW AND APPROVAL OF THE AGENDA

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

INFORMATION AND PROPOSALS -- NON-ACTION ITEMS

Superintendent Update

1. Fall Planning Update
2. Summer School Update
3. School Resource Officer Recommendation

CONSENT AGENDA

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

Routine Matters

1. Minutes of the regular meeting held July 13, 2020
2. General Disbursements as of July 22, 2020 for \$8,114,092.56
3. Investment Holdings
4. Designation of Depositories
5. Signatories on Deposit Accounts
6. Signatories on RBCU Depository Accounts
7. Wire Transfer Funds Authorization
8. Official Newspaper Designation
9. Legal Counsel Authorization
10. Membership in Associations

Personnel Items

Certified Full Time Positions for Employment – 1st Year Probation

Zach Hanson – Math – Richfield High School

Certified Full Time Positions for Employment – 3rd Year Probation

Christine Keeley – Special Education – Centennial

Morgan Kelley – School Counselor – Richfield High School

Certified Part Time Position for Employment – Continuing Contract

Margaret Hoehn – Special Education Lead – RCEP

Certified Voluntary FTE Reduction

Vanessa Krebsbach – Interventionist – RDLS

Certified Full Time Resignations

Lauren Brooks – Preschool Teacher – Sheridan Hills

Cary Yang – Interventionist – Centennial Elementary

Heather Wolowik – Special Education Teacher – Richfield Middle School

Classified Full Time Position for Employment - Admin. & Mgmt. Support

Ashley Snoddy - Administrative Assistant 3 - District

Classified Full Time Position for Employment – Outreach Worker

Rosa Rubio Escoda – Outreach Worker – District

Classified Full Time Resignation – Administrative Assistant

Rosa Rubio Escoda – Administrative Assistant 3 – District

Classified Full Time Resignation Per Agreement – Facilities/Transportation

Darryl Watts – Night Lead – Richfield High School

Classified Part Time Position for Employment – Facilities/Transportation

LeeAnn Wise – Approx 10 hrs/wk Bus Driver – Garage

Classified Full Time Position Termination – Campus Supervisor

Matthew Graham – Campus Supervisor – Richfield Middle School

Classified Part Time Staff Reduction - Paraprofessional

Stacy Castaneda - 32.5 hrs/wk Special Ed Para - RDLS

Brenda Ramos Torres - 35 hrs/wk Instructional Para - RDLS

Classified Part Time Staff Retirement – Paraprofessional

Leslie Nelson – Instructional Paraprofessional – Central

Diane Harayda - 10 hours/wk Special Ed Para- Central

Christine Barlett - 31.65 hours wk/Special Ed Para - RHS

OLD BUSINESS

1. Policy 411 - Local and Out-of-State Travel
2. Policy 710 and Administrative Guideline 710.1 – Petty Cash Fund

3. Policy 712 and Administrative Guideline 712.1 – Credit Card Usage
4. Policy 742 and Administrative Guideline 742.1 – Student Transportation

NEW BUSINESS

1. Donations

Motion by Maleck, seconded by Cole, and unanimously carried, the Board of Education accepts the donations with gratitude.

ADVANCE PLANNING

1. Legislative Update
2. Information and Questions from Board
3. Future Meeting Dates

| | | |
|-----------|-----------|--|
| 8-17-2020 | 7:00 p.m. | Regular Board Meeting - Public Comment |
|-----------|-----------|--|

| | | |
|----------|-----------|-----------------------|
| 9-8-2020 | 7:00 p.m. | Regular Board Meeting |
|----------|-----------|-----------------------|

4. Suggested/Future Agenda Items

ADJOURN REGULAR MEETING

Board Chair Brakke adjourned the meeting at 9:54 p.m.

| FUND | CHECK | DATE | VENDOR | TYPE | AMOUNT |
|------|----------|------------|-------------------------------------|------|--------------|
| 01 | V2100692 | 07/29/2020 | BOND TRUST SERVICES CORP | R | 2,593,643.75 |
| 01 | 298433 | 07/30/2020 | ALL STATE COMMUNICATIONS INC | R | 4,176.00 |
| 01 | 298434 | 07/30/2020 | BEN FRANKLIN ELECTRIC INC | R | 260.00 |
| 01 | 298435 | 07/30/2020 | BSI MECHANICAL, INC. | R | 1,670.00 |
| 01 | 298436 | 07/30/2020 | CAPITAL ONE COMMERCIAL | R | 289.17 |
| 01 | 298437 | 07/30/2020 | CITY OF RICHFIELD | R | 1,250.55 |
| 01 | 298438 | 07/30/2020 | CONTINENTAL RESEARCH CORP | R | 762.23 |
| 01 | 298439 | 07/30/2020 | ECOLAB INC | R | 371.77 |
| 01 | 298440 | 07/30/2020 | FASTENAL INDUSTRIAL | R | 762.11 |
| 01 | 298441 | 07/30/2020 | WW GRAINGER INC | R | 1,681.30 |
| 01 | 298442 | 07/30/2020 | HAWKINS INC | R | 327.46 |
| 01 | 298443 | 07/30/2020 | HILLYARD | R | 47.10 |
| 01 | 298444 | 07/30/2020 | INTEGRATED FIRE & SECURITY INC | R | 512.39 |
| 01 | 298445 | 07/30/2020 | KINECT ENERGY INC | R | 3,841.93 |
| 01 | 298446 | 07/30/2020 | PLAINVIEW MILK PRODUCTS COOPERATIVE | R | 4,630.97 |
| 01 | 298447 | 07/30/2020 | PREMIER LIGHTING INC | R | 1,060.00 |
| 01 | 298448 | 07/30/2020 | INDIGO SIGNWORKS, INC. | R | 201.00 |
| 01 | 298449 | 07/30/2020 | SITEONE LANDSCAPE SUPPLY LLC | R | 719.60 |
| 01 | 298450 | 07/30/2020 | THE MINNESOTA CHEMICAL COMPANY | R | 255.00 |
| 01 | 298451 | 07/30/2020 | TOLL COMPANY | R | 44.77 |
| 01 | 298452 | 07/30/2020 | MARS SUPPLY | R | 311.80 |
| 01 | 298453 | 07/30/2020 | XCEL ENERGY | R | 64.11 |
| 01 | 298454 | 07/30/2020 | AMAZON.COM SYNCB/AMAZON | R | 1,647.34 |
| 01 | 298455 | 07/30/2020 | AMAZON.COM SYNCB/AMAZON | R | 2,708.61 |
| 01 | 298456 | 07/30/2020 | ARAMARK | R | 962.75 |
| 01 | 298457 | 07/30/2020 | BSI MECHANICAL, INC. | R | 372.50 |
| 01 | 298458 | 07/30/2020 | BSN SPORTS, LLC | R | 7,665.00 |
| 01 | 298459 | 07/30/2020 | COMMERCIAL KITCHEN | R | 1,769.00 |
| 01 | 298460 | 07/30/2020 | CONTINENTAL RESEARCH CORP | R | 541.21 |
| 01 | 298461 | 07/30/2020 | CORTES, MELISSA | R | 24.30 |
| 01 | 298462 | 07/30/2020 | ECM PUBLISHERS INC | R | 113.05 |
| 01 | 298463 | 07/30/2020 | EDGENUITY INC. | R | 25,000.00 |
| 01 | 298464 | 07/30/2020 | EDPUZZLE, INC | R | 2,440.00 |
| 01 | 298465 | 07/30/2020 | FASTENAL INDUSTRIAL | R | 599.96 |
| 01 | 298466 | 07/30/2020 | FIREFLY COMPUTERS, LLC | R | 225.00 |
| 01 | 298467 | 07/30/2020 | FORECAST 5 ANALYTICS, INC | R | 16,941.50 |
| 01 | 298468 | 07/30/2020 | WW GRAINGER INC | R | 27.46 |
| 01 | 298469 | 07/30/2020 | GSSC-GENERAL SECURITY SERVICE | R | 1,367.55 |
| 01 | 298470 | 07/30/2020 | H BROOKS AND COMPANY LLC | R | 10,724.45 |
| 01 | 298471 | 07/30/2020 | HILLYARD | R | 944.66 |
| 01 | 298472 | 07/30/2020 | HOPE CHURCH | R | 14,338.47 |
| 01 | 298473 | 07/30/2020 | INTEGRATED FIRE & SECURITY INC | R | 647.39 |
| 01 | 298474 | 07/30/2020 | MN AAA | R | 100.00 |
| 01 | 298475 | 07/30/2020 | NEW LIFE ENTERPRISE | R | 720.00 |
| 01 | 298476 | 07/30/2020 | NORTH CENTRAL BUS | R | 73,448.06 |
| 01 | 298477 | 07/30/2020 | OFFICE OF THE SECRETARY OF STATE | R | 120.00 |
| 01 | 298478 | 07/30/2020 | ON SITE SANITATION | R | 1,013.00 |
| 01 | 298479 | 07/30/2020 | PAN O GOLD BAKING CO | R | 142.80 |
| 01 | 298480 | 07/30/2020 | PAPCO, INC. | R | 32.63 |
| 01 | 298481 | 07/30/2020 | RYAN JEANNIE M | R | 568.27 |
| 01 | 298482 | 07/30/2020 | SCHOLASTIC INC | R | 104.39 |

| | | | | | |
|----|---------|------------|------------------------------|---|-----------|
| 01 | 298483 | 07/30/2020 | SHERWIN WILLIAMS CO | R | 160.58 |
| 01 | 298484 | 07/30/2020 | SITEONE LANDSCAPE SUPPLY LLC | R | 719.60 |
| 01 | 298485 | 07/30/2020 | SUBURBAN TIRE WHOLESale | R | 180.44 |
| 01 | 298486 | 07/30/2020 | TRIO SUPPLY COMPANY | R | 384.31 |
| 01 | 298487 | 07/30/2020 | UPPER LAKES FOODS | R | 14,077.83 |
| 01 | 298488 | 07/30/2020 | VSI CONSTRUCTION, INC. | R | 1,557.65 |
| 01 | 298489 | 07/30/2020 | XCEL ENERGY | R | 34,483.23 |
| 01 | V610156 | 08/06/2020 | PATRICK L BURRAGE | R | 70.00 |
| 01 | V610157 | 08/06/2020 | MAYA K BUSS | R | 160.00 |
| 01 | V610158 | 08/06/2020 | KATHERINE E CABIESES | R | 40.00 |
| 01 | V610159 | 08/06/2020 | MIRIAM A CASTRO SANJUAN | R | 40.00 |
| 01 | V610160 | 08/06/2020 | PHIL N CEDER | R | 40.00 |
| 01 | V610161 | 08/06/2020 | MARY L CLARKSON | R | 70.00 |
| 01 | V610162 | 08/06/2020 | TIA B CLASEN | R | 70.00 |
| 01 | V610163 | 08/06/2020 | LATANYA R DANIELS | R | 70.00 |
| 01 | V610164 | 08/06/2020 | GEORGE A DENNIS | R | 35.00 |
| 01 | V610165 | 08/06/2020 | JARED ELLERSON | R | 140.00 |
| 01 | V610166 | 08/06/2020 | RYAN D FINKE | R | 70.00 |
| 01 | V610167 | 08/06/2020 | PETER J FITZPATRICK | R | 40.00 |
| 01 | V610168 | 08/06/2020 | STEVEN T FLUCAS | R | 70.00 |
| 01 | V610169 | 08/06/2020 | MICHAEL L FRANKENBERG | R | 70.00 |
| 01 | V610170 | 08/06/2020 | JAMES A GILLIGAN | R | 70.00 |
| 01 | V610171 | 08/06/2020 | CHRISTINA M GONZALEZ | R | 70.00 |
| 01 | V610172 | 08/06/2020 | KYLE L GUSTAFSON | R | 40.00 |
| 01 | V610173 | 08/06/2020 | KEVIN D HARRIS | R | 40.00 |
| 01 | V610174 | 08/06/2020 | JAMES L HILL | R | 40.00 |
| 01 | V610175 | 08/06/2020 | CARLONDREA D HINES | R | 70.00 |
| 01 | V610176 | 08/06/2020 | MARGARET R HOEHN | R | 101.14 |
| 01 | V610177 | 08/06/2020 | JESSICA M HOFFMAN | R | 40.00 |
| 01 | V610178 | 08/06/2020 | CRAIG D HOLJE | R | 70.00 |
| 01 | V610179 | 08/06/2020 | CORY J KLINGE | R | 70.00 |
| 01 | V610180 | 08/06/2020 | DANIEL E KRETSINGER | R | 70.00 |
| 01 | V610181 | 08/06/2020 | ANOOP KUMAR | R | 40.00 |
| 01 | V610182 | 08/06/2020 | COLLEEN M MAHONEY | R | 70.00 |
| 01 | V610183 | 08/06/2020 | MICHAEL A MANNING | R | 70.00 |
| 01 | V610184 | 08/06/2020 | DANIEL P MCGINN | R | 40.00 |
| 01 | V610185 | 08/06/2020 | DOUG R MCMEEKIN | R | 70.00 |
| 01 | V610186 | 08/06/2020 | CAROLE R MCNAUGHTON-COMMERS | R | 70.00 |
| 01 | V610187 | 08/06/2020 | KENT D MEYER | R | 70.00 |
| 01 | V610188 | 08/06/2020 | ALECIA M MOBLEY | R | 140.00 |
| 01 | V610189 | 08/06/2020 | LISA M NEGUS | R | 210.00 |
| 01 | V610190 | 08/06/2020 | ERIN H NEILON | R | 40.00 |
| 01 | V610191 | 08/06/2020 | ROBERT G OLSON | R | 40.00 |
| 01 | V610192 | 08/06/2020 | MARK S PEDERSEN | R | 160.00 |
| 01 | V610193 | 08/06/2020 | DENNIS E PETERSON | R | 35.00 |
| 01 | V610194 | 08/06/2020 | RENEE C REED-KARSTENS | R | 40.00 |
| 01 | V610195 | 08/06/2020 | KEITH D RIEF | R | 40.00 |
| 01 | V610196 | 08/06/2020 | TERESA L ROSEN | R | 70.00 |
| 01 | V610197 | 08/06/2020 | MAUREEN E RUHLAND | R | 40.00 |
| 01 | V610198 | 08/06/2020 | MARTA I SHAHSAVAND | R | 70.00 |
| 01 | V610199 | 08/06/2020 | JENNA L SSEMUIJU | R | 100.00 |
| 01 | V610200 | 08/06/2020 | NANCY J STACHEL | R | 70.00 |

| | | | | | |
|----|---------|------------|-----------------------------------|---|-----------|
| 01 | V610201 | 08/06/2020 | PATRICK M SURE | R | 40.00 |
| 01 | V610202 | 08/06/2020 | STACY THEIEN-COLLINS | R | 140.00 |
| 01 | V610203 | 08/06/2020 | VLADIMIR S TOLEDO | R | 40.00 |
| 01 | V610204 | 08/06/2020 | IAN D TOLENTINO | R | 40.00 |
| 01 | V610205 | 08/06/2020 | STEVEN P UNOWSKY | R | 270.00 |
| 01 | V610206 | 08/06/2020 | STEPHEN C URBANSKI | R | 40.00 |
| 01 | V610207 | 08/06/2020 | CARRIE A VALA | R | 70.00 |
| 01 | V610208 | 08/06/2020 | JENNIFER K VALLEY | R | 70.00 |
| 01 | V610209 | 08/06/2020 | RYAN WAGNER | R | 40.00 |
| 01 | V610210 | 08/06/2020 | REBECCA S WALD | R | 40.00 |
| 01 | V610211 | 08/06/2020 | KASYA L WILLHITE | R | 70.00 |
| 01 | V610212 | 08/06/2020 | AMY J WINTER AHSENMACHER | R | 70.00 |
| 01 | 298490 | 08/07/2020 | UNIVERSITY OF MINNESOTA | R | 1,500.00 |
| 01 | 298491 | 08/07/2020 | UNIVERSITY OF SAN DIEGO | R | 1,500.00 |
| 01 | 298492 | 08/07/2020 | UNIVERSITY OF WISCONSIN LA CROSSE | R | 1,500.00 |
| 01 | 298493 | 08/07/2020 | WESTMONT COLLEGE | R | 1,500.00 |
| 01 | 298494 | 08/07/2020 | CANON USA | R | 4,038.49 |
| 01 | 298495 | 08/07/2020 | CARQUEST AUTO PARTS | R | 42.60 |
| 01 | 298496 | 08/07/2020 | CDW GOVERNMENT INC | R | 2,856.25 |
| 01 | 298497 | 08/07/2020 | CHENG & TSUI COMPANY INC | R | 329.96 |
| 01 | 298498 | 08/07/2020 | COMCAST | R | 269.85 |
| 01 | 298499 | 08/07/2020 | COMCAST BUSINESS | R | 244.74 |
| 01 | 298500 | 08/07/2020 | COMMERCIAL KITCHEN | R | 275.00 |
| 01 | 298501 | 08/07/2020 | ECOLAB INC | R | 370.97 |
| 01 | 298502 | 08/07/2020 | EDUCATORS BENEFIT CONSULTANTS LLC | R | 292.74 |
| 01 | 298503 | 08/07/2020 | FRONTLINE TECHNOLOGIES GROUP LLC | R | 42,947.85 |
| 01 | 298504 | 08/07/2020 | WW GRAINGER INC | R | 101.67 |
| 01 | 298505 | 08/07/2020 | H BROOKS AND COMPANY LLC | R | 3,456.73 |
| 01 | 298506 | 08/07/2020 | HR SIMPLIFIED INC. | R | 860.00 |
| 01 | 298507 | 08/07/2020 | KINECT ENERGY INC | R | 505.00 |
| 01 | 298508 | 08/07/2020 | LEARNING A-Z | R | 1,020.28 |
| 01 | 298509 | 08/07/2020 | MADISON NATIONAL LIFE INS CO INC | R | 5,287.38 |
| 01 | 298510 | 08/07/2020 | MALLOY MONTAGUE KARNOWSKI & RADO | R | 2,500.00 |
| 01 | 298511 | 08/07/2020 | MESPA-MN ELEMENTARY | R | 924.00 |
| 01 | 298512 | 08/07/2020 | MINNESOTA MEMORY, INC. | R | 1,079.60 |
| 01 | 298513 | 08/07/2020 | OFFICE OF THE SECRETARY OF STATE | R | 120.00 |
| 01 | 298514 | 08/07/2020 | I3-MPN, LLC | R | 1,750.00 |
| 01 | 298515 | 08/07/2020 | SCHUMACHER ELEVATOR COMPANY | R | 34,803.75 |
| 01 | 298516 | 08/07/2020 | SOURCEWELL TECHNOLOGY | R | 62,451.00 |
| 01 | 298517 | 08/07/2020 | TAFFE SARAH ANN | R | 8,165.60 |
| 01 | 298518 | 08/07/2020 | UPPER LAKES FOODS | R | 3,160.05 |
| 01 | 298519 | 08/07/2020 | VERIZON WIRELESS | R | 557.00 |
| 01 | 298520 | 08/07/2020 | CITY OF RICHFIELD | R | 7,792.26 |
| 01 | 298521 | 08/07/2020 | HERFF JONES INC | R | 875.06 |
| 01 | 298522 | 08/07/2020 | LARSON ENGINEERING | R | 3,440.00 |
| 01 | 298523 | 08/07/2020 | RHS TRIP REFUNDS-COVID 19 | R | 165.00 |
| 01 | 298524 | 08/07/2020 | TWIN CITY TRANSPORTATION | R | 28,223.65 |

TOTAL VOUCHER, CHECKS & E-PAYS
3,062,743.62

VOUCHER, E-PAYS & CHECK RUNS FOR 08/17/2020 BOARD REPORTS

| BANK 05 | DATE | AMOUNT |
|----------|-----------|--------------|
| VOUCHERS | 8/17/2020 | 2,593,643.75 |
| E-PAYS | 8/6/2020 | 4,081.14 |
| CHECKS | 7/30/2020 | 240,112.25 |
| | 8/7/2020 | 224,906.48 |

| | |
|--------------------------------|--------------|
| CHECK REGISTER BANK 05 TOTAL = | 3,062,743.62 |
|--------------------------------|--------------|

| BREAKDOWN | |
|--------------|--------------|
| 01-206-00 | 378,056.75 |
| 02-206-00 | 41,516.83 |
| 03-206-00 | 29,611.72 |
| 04-206-00 | 11,564.18 |
| 06-206-00 | 1,627.65 |
| 07-206-00 | 2,395,493.75 |
| 08-206-00 | 6,000.00 |
| 20-206-00 | 585.14 |
| 21-206-00 | 137.60 |
| 47-206-00 | 198,150.00 |
| 50-206-00 | |
| BANK TOTAL = | 3,062,743.62 |

Board of Education
Independent School District 280
Richfield, MN

Regular Meeting, August 17, 2020

SUBJECT: BOARD SECRETARY

That the Board of Education employ Cassandra Quam as their secretary for the 2020-2021 school year with a salary of \$250 per meeting plus \$125 per special meeting not held prior to or following a regular meeting.

Background Information

Cassandra Quam began her role as board secretary prior to the last board meeting.

Agenda Item IV.B

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: PERSONNEL ITEMS
(Recommended by Superintendent)

That the Board of Education approve the following personnel items:

Certified Full Time Positions for Employment – 1st Year Probation
Mirna Castro – Elementary – RDLS

Certified Full Time Positions for Employment – 3rd Year Probation
Molly Timmerman – Art – Richfield Middle School
Chantelle Vaughn – School Social Worker – Centennial

Certified Part Time Positions for Employment – 3rd Year Probation
Jessica Kitzman – Art – Richfield High School
Erin Huber – Spanish – Richfield High School
Kristen Bradseth- Christiansen – Spanish – Richfield High School

Certified Full Time Position for Employment – Continuing Contract
Chris Pregler –Instructional Leadership Team – RSTEM

Certified Full Time Positions for Employment – 3rd Year Probation
Christopher Nordstrom – License Behavior Specialist – Richfield Middle School
Emily Mattson – Special Education – Centennial
Christi Jo Mace – CTE – Richfield High School

Certified Full Time Position Leave of Absence
Leslie Kegan – Grade 1 – RSTEM

Certified Part Time Resignations
Emily Bastard – Preschool Teacher – CEC

Mary Paulson – Literacy Intervention – Blessed Trinity

Certified Full Time Resignations
Dan Forseth – Science– Richfield Middle School
Sarah Hutton – ESL/Spanish – Richfield Middle School

Management Full Time Resignations

John Cook – Assistant Principal – Richfield High School

Classified Part Time Position for Employment - Facilities & Transportation

Mark Shifflet - approx. 25 hr/wk Bus Driver - Garage

Classified Full Time Resignation - Facilities & Transportation

LeeAnn Tepper - Resigning from ft Bus Driver/Building Cleaner to pt Bus Driver - Garage

Classified Full Time Resignation - Facilities & Transportation

Trent Wirkus - Mechanic - Garage

Timothy Scanlon - Building Cleaner - RMS

Classified Full Time Resignation - Paraprofessional

Karen Banham - Security Monitor - Richfield High School

Classified Part Time Resignation - Paraprofessional

Cassandra Okell - Special Education Para - Centennial (accepted teaching position)

Elma Escobar - Instruction Paraprofessional - RDLS

Classified Full Time Resignation - Administrative & Management Support Professionals

Terri Lanzendorfer - Management Assistant- District Office

OLD BUSINESS – FOR ACTION

Agenda Item V.A.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: Policy 411 Local and Out-of-State Travel

(Recommended by the Superintendent)

Passage upon third read of Policy 411 including accompanying updated travel forms.

Attachments

Policy 411 – Local and Out-of-State Travel – Final Read
Travel Reimbursement Forms

RICHFIELD PUBLIC SCHOOLS

LOCAL AND OUT-OF STATE TRAVEL

I. PURPOSE

The purpose of this policy is to establish acceptable local and out-of-state reimbursable travel for school board members and staff in the performance of their school district duties.

II. GENERAL STATEMENT OF POLICY

- A. School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.
- B. School district employees have a similar obligation pertaining to the performance of their duties and for professional growth activities.

III. APPROPRIATE TRAVEL AND APPROVAL

- A. Travel is appropriate when the School Board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members and it is within the available resources. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other meetings for which the member intends to seek reimbursement from the school district should be pre-approved by the School Board.
- B. Employee travel expenses related to the performance of the job including professional development are appropriate for reimbursement as approved by the Superintendent or designee.
- C. Travel outside the continental U.S. must be requested well in advance of the planned activity. The itinerary must be submitted for approval to the supervising administrator and Superintendent, followed by review of the School Board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent or designee shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References: School Board Policy 406 (Professional Growth Activities)
School Board Policy 205 (Board Member Development)

ADOPTED BY THE BOARD OF EDUCATION: June 19, 2006
REVISED BY THE BOARD OF EDUCATION: August 17, 2020

Richfield Public Schools ISD 280
EMPLOYEE Approved Expense Reimbursement
School Year 20____

Approved Expense Reimbursement

Employee Name:

Employee Number:

Expense Period not to
exceed 60 days

From:

To:

Manager Name:

Department:

Business Purpose: (Brief explanation of purchase)

Itemized Expenses (Form will calculate done electronically)

| ITEM(S) | DESCRIPTION | Budget Code | Account | PRICE |
|---------|-------------|-------------|---------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

TOTAL REIMBURSEMENT REQUESTED \$ -

Please attach receipts. Checks cannot be processed without itemized receipts.

Return to Becky Herrera in Accounts Receiveable.

By signing below I certify the information provided is complete, true and accurate. I have incurred personal costs in relation to the item(s) claimed and have not previously received reimbursement , in full or in part, for the costs claimed.

Employee Signature

Date

Reimbursement Information

You will receive your reimbursement via direct deposit.

Approval Signature

Date

OLD BUSINESS – FOR ACTION

Agenda Item V.B.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: Policy 710 and Administrative Guideline 710.1 – Petty Cash Fund

(Recommended by the Superintendent)

Passage upon a third read of Policy 710 and Administrative Guideline 710.1.

Attachments

Policy 710 – Petty Cash Fund – Final Read
Administrative Guideline 710.1 – Petty Cash Fund – Final Read

Non-Instructional Operations

page 1

RICHFIELD PUBLIC SCHOOLS**PETTY CASH FUND****I. PURPOSE**

The purpose of this policy is to provide direction on the use of petty cash funds in order to expedite reimbursements to staff for out of pocket expenses and reduce the volume of check requests processed between School Board meetings.

II. GENERAL STATEMENT OF POLICY

Petty cash reimbursements shall be authorized for purchases less than \$100 and includes such expenditures as student refunds, postage, classroom supplies, emergency purchases, and meeting expenses. The funds shall not be used for check cashing, loans, payments to individuals for services, mileage, purchases in violation of district policies and guidelines or not authorized by Minnesota laws such as sales tax reimbursements.

The Superintendent is directed to develop administrative guidelines to facilitate implementation of this policy.

Legal References: M.S. 123B.11, subd, 1, Imprest Cash Funds

| | |
|-------------------------------------|-------------------|
| ADOPTED BY THE BOARD OF EDUCATION: | April 3, 2006 |
| REVIEWED BY THE BOARD OF EDUCATION: | February 17, 2009 |
| REVISED BY THE BOARD OF EDUCATION: | August 17, 2020 |

RICHFIELD PUBLIC SCHOOLS**PETTY CASH FUND****I. INTRODUCTION**

The purpose of this administrative guideline is to provide assistant on the appropriate use of petty cash funds to expedite reimbursements to staff for out of pocket expenses and reduce the volume of check requests processed between School Board meetings.

II. ELIGIBLE EXPENSES

- A. Acceptable petty cash fund expenditures must be less than \$100 and includes such activity as student refunds, postage, reimbursement for employee classroom supply and emergency purchases, and meeting expenses excluding mileage reimbursement.
- B. Unacceptable petty cash fund expenditures include transactions in excess of \$100; check cashing, loans, payments to individuals for services, mileage, purchases in violation of district policies and guidelines, or not authorized by Minnesota laws and regulations such as the reimbursement of sales tax.

IV. USE OF PETTY CASH ENVELOPES

The school principal or department supervisor is responsible for the custody of their petty cash fund (s) and for the legality and propriety of the petty cash expenditures pursuant to policy and administrative guidelines and applicable state laws and regulations. The custodian of the funds should obtain approval from the Business Office if there is any doubt as to the legality, propriety or eligibility of an expenditure.

- A. Every petty cash expense must be charged to a budget account which is only controlled by the custodian of the funds.
- B. Every petty cash expense must be substantiated by an invoice, detailed receipt or cash register tape and use the form "CLAIM FOR REIMBURSEMENT OF EXPENDITURES" for a cash reimbursement.
- C. Petty cash funds are not to be intermingled or deposited with any other receipts, funds or cash-on-hand.

Non-Instructional Operations

page 2

- 1 D. Petty cash funds will be replenished by the Business Office upon
2 the receipt of all invoices, receipts or cash register tapes and the
3 appropriate completed petty cash envelope itemizing all
4 disbursements made since last replenished. The replenishment is
5 limited to the amount of expenses incurred.
6
7 E. No replenishment of the petty cash fund will be made for an amount
8 in excess of the established fund amount.
9
10 F. An incomplete submission by the custodian of the funds will be
11 returned to the school or department for proper completion before a
12 check is generated to replenish the fund.
13
14 G. Internal audits of the petty cash funds will be conducted throughout
15 the year by the Business Office.
16 H. A final replenishment request and all petty cash will be reconciled
17 to the established fund amount and returned to the Business Office
18 by the end of each fiscal year. The Community Education office
19 may maintain a petty cash balance at their location for use during
20 the non-student contact months.
21

V. FUND LOCATION & AMOUNT

22
23
24

| | | |
|----|--------------------------------------|----------|
| 25 | A. Food Services | \$100.00 |
| 26 | B. High School administrative office | \$400.00 |
| 27 | C. High School Athletic | \$800.00 |
| 28 | D. Community Education office | \$250.00 |

29
30
31

32 LEGAL REFERENCES: M.S. 123B.11, subd, 1, Imprest Cash Funds
33

34 Dated: April 3, 2006

35 Revised: February 17, 2009; August 17, 2020

OLD BUSINESS – FOR ACTION

Agenda Item V.C.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: Policy 712 and Administrative Guideline 712.1 – Credit Card Usage

(Recommended by the Superintendent)

Passage upon a third read of Policy 712 and Administrative Guideline 712.1.

Attachments

Policy 712 – Credit Card Usage – Final Version
Administrative Guideline 712.1 – Credit Card Usage – Final Version

Non-Instructional Operations

page 1

RICHFIELD PUBLIC SCHOOLS**CREDIT CARD USAGE****I. PURPOSE**

The purpose of this policy is to establish criteria on the use of credit cards issued on behalf of the school district.

II. GENERAL STATEMENT OF POLICY

- A. Credit cards should only be used by authorized school officials and employees in accordance with Administrative Guidelines 712.1, Credit Card Usage and the Procurement Card Program Procedures Manual. Such cards shall not be used for purchasing goods for personal use or for non-district related matters.
- B. Credit card purchases must comply with all statutes, rules, or district policy applicable to school district purchases. Unauthorized or inappropriate use may result in disciplinary action assessed based on the type of violation.

Legal References: Minn. Stat. § 123B.02, Subd. 23 (Credit Cards)

ADOPTED BY THE BOARD OF EDUCATION: February 17, 2009
REVIEWED BY THE BOARD OF EDUCATION: August 17, 2020

RICHFIELD PUBLIC SCHOOLS**CREDIT CARD USAGE****I. INTRODUCTION**

The purchasing card program is designed to assist the organization in reducing its reliance on petty cash funds, employee advances, paper checks, and the use of personal funds for business purposes. The program should help increase your turn-around time in the fulfillment of orders, provide greater flexibility, and reduce paperwork. The Business Office is responsible for the implementation, maintenance, program compliance, auditing, processing payment, and issuance of the P-Card. Only employees of the organization are allowed to participate in the program. Each cardholder has the responsibility to review, reconcile, and submit their monthly account statement with the appropriate receipts and signatures for processing and payment by the due date.

II. AUTHORIZATION

District employees are authorized to use credit cards for approved expenditures which must comply with school board policy, be approved by the supervising administrator, and be considered reasonable to the local taxpayer. Please refer to the Procurement Card Program Procedures Manual for further information.

III. GENERAL INFORMATION**A. Guidelines**

1. The P-Card is issued in each cardholder's name and it will be assumed that any purchases made with the P-Card will have been made by them. The cardholder is responsible for the security of their card and any transactions made with the card.
2. The P-Card may be used in person, by mail, telephone, and on-line purchases.
3. The P-Card may be used at any merchant that accepts MasterCard.
4. The P-Card may be used for approved travel and related expenses. The cardholder must adhere to Travel Policy 411.
5. The P-Card is not to be used for personal purchases.
6. The cardholder will not be charged a fee for the card.
7. Inappropriate use of the P-Card will result in revocation of the card and in the event of gross misuse or fraud involving District funds, disciplinary actions may be taken.
8. The cardholder and their Principal/Department Supervisor are responsible for ensuring all receipts and statements are submitted to the Finance Department before the 7th of the following month of your statement. The cardholders Department budget is charged for each transaction and reflected monthly on the finance system.
9. The cardholder's credit rating is not affected by having a P-Card issued in their name.

Non-Instructional Operations

page 2

B. Travel Expenses

A cardholder may use the P-Card for approved travel. Appropriate documentation must be attached to each account statement submitted to the Finance Department for payment. The cardholder must adhere to the guidelines and procedures of Travel Policy 411. All travel and entertainment must be for business purposes only and any personal use is strictly prohibited.

C. Periodic Audits

All cardholder accounts are subject to periodic audits to ensure compliance with the organization's overall policies and the policies outlined in this manual. The P-Card Administrator and the Business Office review daily, monthly, and annual transaction activity reports as deemed necessary to ensure adherence to the P-Card policies. If an audit reveals a policy violation, the cardholder and their manager will be contacted and disciplinary action assessed based on the type of violation.

IV. PURCHASES

A. Allowable Purchases

1. Subscriptions
2. Approved conference registrations
3. Approved travel
4. Repairs and maintenance
5. Field trip admissions
6. Allowable food for meetings
7. Classroom supplies
8. General office supplies

B. Unallowable Purchases

1. Minnesota sales tax on most purchases
2. Alcoholic beverages/tobacco
3. Lottery tickets
4. Gift cards/gift certificates
5. Personal purchases
6. Donations
7. Purchases made with Federal Grant award funds without prior written approval by an Executive Director or the Superintendent.

Legal References: Minn. Stat. § 123B.02 Subd. 23 (Credit Cards)

Dated: February 17, 2009

Reviewed:

Revised: August 17, 2020

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: Policy 742 and Administrative Guideline 742.1 – Student Transportation Services

(Recommended by the Superintendent)

Passage upon a third read of Policy 742 and Administrative Guideline 742.1.

Superintendent recommends approving changes to policy 742 and accompanying guidelines to ensure legal transportation for all students despite the restrictions due to COVID-19. Richfield Public Schools has a legal obligation to provide students living more than 2 miles from their school as well as living within district boundaries bus transportation. Our goal is to provide the best possible service to our students and families while ensuring alignment to transportation law. State statute declares the following:

§ 169.448, subd. 1. **Minnesota law** requires **school** districts to **transport** any student to and from **school** if the student lives more than two miles from the **school**. ...

A **school** district is also required to provide equal **transportation** for nonpublic **school** children residing in its district boundaries.

As of the 2019-2020 school year, Richfield Public Schools was providing transportation to more students than required by the state of Minnesota. Elementary students received transportation when they lived more than 1 mile from their school, while secondary students received transportation aligned to the 2 mile legal requirement. Additional Richfield Public Schools service provided transportation to all students who would have to cross a boundary defined as hazardous, as listed in this policy.

Due to COVID-19, we are needing to examine this policy based on differences in anticipated student enrollment and projected bus capacity. Based on state survey data, it can be assumed that between 10% and 30% of students will choose distance learning regardless of the extent to which school is open in person. Additionally, restrictions on bus capacity project an overall average of between 20 to 25 students per bus.

As of the 2019-2020 school year, Richfield Public Schools was providing transportation in three tiers, with three sets of school start times. Tier one (7:20 am drop, 7:40 school

start time) for RDLS and R-STEM. Tier two (7:50 am drop, 8:10 school start time) for Centennial and Sheridan Hills. Tier three (8:10 am drop, 8:30 school start time) for RHS and RMS.

Based on all these considerations and the most current survey information we have from families, the superintendent is recommending approval of the updated policy, **which retains all previously provided bus service except service for those students who were only provided busing because of a hazardous crossing area.** In those situations, the district will provide crossing guards so that students can safely walk to school instead of riding the bus.

At this time, we will need to transition to different start times to support COVID-19 restricted transportation and additional cleaning times. **Based on anticipated routing, we are tentatively recommending start times of 7:30 for Centennial/STEM, 8:15 for RDLS/Sheridan Hills, and 9:00 for RMS/RHS.** We will finalize official start times and confirm upon gathering final data of enrolled students requiring transportation.

Attachments

Safe Routes to Schools Resources for Back to School Scenario
Policy 742 – Student Transportation Services – Final Read
Administrative Guideline 742.1 – Student Transportation – Final Read

| Tactic | SRTS Resource | Interdepartmental Collaboration |
|---|--|---|
| Crossing Guards (adults) / Safety Patrol (4th grade and up) | <ul style="list-style-type: none"> Online 1-hour crossing guard training module for Minnesota SRTS Coordinator coaching, training, evaluation Access to some crossing guard equipment at free/reduced rates | <ul style="list-style-type: none"> Human Resources to assist hiring of PT crossing guards School/district Outreach Staff to promote crossing guard opportunity Transportation Dept to identify key crossing guard locations and times |
| Walking School Buses (best for primary students) | <ul style="list-style-type: none"> Tip sheet for operating Walking School Buses (can be updated for Richfield) SRTS Coordinator coaching and training SRTS Boost Grant | <ul style="list-style-type: none"> School/district Outreach Staff help connect families to Walking School Buses near their home Building Admin and PTO outreach for parent volunteers |
| Bike Trains (best for secondary students) | <ul style="list-style-type: none"> Tip sheet for operating Bike Trains (can be updated for Richfield) SRTS Coordinator coaching and training | <ul style="list-style-type: none"> School/district Outreach Staff help connect families to Bike Trains near their home Building administration and PTO outreach for parent volunteers |
| Policy Updates | <ul style="list-style-type: none"> Walk Boundaries (742.IV.B/Transpo Web Page) Hazard Boundaries (742.IV.B.2) <i>New: Create/amend policy requiring crossing guards to receive training?</i> | <ul style="list-style-type: none"> BOE/Leadership process policy changes, if necessary |
| Communications | <ul style="list-style-type: none"> Educational safety messaging Communication of all walking and biking related changes and resources to families Can help coordinate/ create maps based on district or school Press release(s) related to increased school bike/ped transportation activities | <ul style="list-style-type: none"> Coordination/assistance from Communications Dept and Operations Team Translation services from Outreach Staff |
| Other Options | <ul style="list-style-type: none"> Ask local bike shops re: wholesale pricing for bike U-locks, helmets, etc. Notify City of Richfield/Public Works about increased walking and bicycling to and from school. SRTS Coordinator is teaching a Community Education class about how to bike with your child to school. Could expand | <ul style="list-style-type: none"> Health & Safety Team provide guidance on how to update all SRTS activities for social distancing and COVID preparedness. |

| | | |
|---------------------|--|--|
| | offerings or frequency leading up to start of school year. | |
| Agency Partnerships | <ul style="list-style-type: none"> Public Works: temporary infrastructure, school streets Parks & Recreation: parent park and walks Richfield Police Department: electronic speed signs | |

Potential Crossing Guard Locations

Will's note:

At a minimum, I think the Centennial/STEM/RDLS area should have 6 (six) hired crossing guards in addition to school staffing the area directly around the building. These guards could cover both bell times, if STEM/RDLS maintain different start/end times than Centennial. Additionally, I think that the west side of Richfield would require a minimum of 7 (seven) hired crossing guards in addition to school staffing the area directly around the building. These guards could cover both bell times for Sheridan Hills and RMS. In a scarcity situation, I would propose not hiring crossing guards for RHS.

Key

Low Volume Crossing: Avenue @ Street

High Volume Crossing: **Avenue @ Street**

Considerable Safety Concerns: **Avenue @ Street**

Preexisting Crossing Guard Activity: **Avenue @ Street**

| School | Scenario: Remove Hazard Boundaries | Scenario: Full Two-Mile Walk Zone |
|-------------------------------------|--|---|
| Centennial Elem. STEM/RDLS 31 | <ul style="list-style-type: none"> <u>Bloomington Ave @ 70th St (2)</u> <u>Bloomington Ave @ Diag. (2+)</u> Blooming Ave @ 75th St <u>Cedar Ave @ Diagonal</u> Cedar Ave @ 73rd St Cedar Ave @ 74th St <u>12th Ave @ 70th St</u> 12th Ave @ 72nd St 12th Ave @ 75th St <u>12th Ave @ 76th St</u> <u>12th Ave @ 77th St (2+)</u> <u>Elliot Ave @ 70th St</u> Elliot Ave @ 71st St Chicago Ave @ 73rd St <u>Portland Ave @ 70th St (2)</u> | <ul style="list-style-type: none"> Bloomington Ave @ 66th (2) Chicago Ave @ 76th St <u>Chicago Ave @ 77th St (2+)</u> <u>Elliot Ave @ 66th St</u> <u>Portland Ave @ 66th St (4)</u> Portland Ave @ 73rd Portland Ave @ 76th |
| Sheridan Hills Elem. | <ul style="list-style-type: none"> <u>Sheridan Ave @ 66th St</u> | <ul style="list-style-type: none"> Penn Ave @ 70th St |

| | | |
|-------------------|---|--|
| 15 | <ul style="list-style-type: none"> • Vincent Ave @ 66th St • <u>Xerxes Ave @ 64th St</u> • <u>Penn Ave @ 64th St</u> • <u>Penn Ave @ 65th St</u> • <u>Penn Ave @ 66th St (2+)</u> | <ul style="list-style-type: none"> • Penn Ave @ 70 ½ St • <u>Upton Ave @ 69th St</u> • Upton Ave @ 70th St • <u>I-35W @ 66th St (4+)</u> |
| RMS 6 | <ul style="list-style-type: none"> • Nicollet Ave @ 76th St • <u>I-35W @ 76th St (2)</u> • Penn Ave @ 73rd St • <u>Penn Ave @ 76th St</u> • <u>Penn Ave @ 75th St</u> | |
| RHS | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • N/A |
| BT-Penn | | |
| Partnership Acad. | | |
| BT-Nicollet | | |

RICHFIELD PUBLIC SCHOOLS
STUDENT TRANSPORTATION SERVICES

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. "Student with a disability" includes every child who has a hearing impairment, visual disability, speech or language impairment, physical handicap, other health impairment, mental handicap, emotional/behavioral disorder, specific learning disability, autism, traumatic brain injury, multiple disabilities, or deaf/blind disability and needs special instruction and services, as determined by the standards of the Department of Education. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the standards of the Department of Education, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. (Minn. Stat. § 125A.02)
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state if the facility, program, or residence is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)

- 1
2 C. “Homeless student” means a student, including a migratory
3 student, who lacks a fixed, regular, and adequate nighttime
4 residence and includes: students who are sharing the housing of
5 other persons due to loss of housing, economic hardship, or a
6 similar reason; are living in motels, hotels, trailer parks, or camping
7 grounds due to the lack of alternative adequate accommodations;
8 are living in emergency or transitional shelters; are abandoned in
9 hospitals; are awaiting foster care placement; have a primary
10 nighttime residence that is a public or private place not designed
11 for or ordinarily used as a regular sleeping accommodation for
12 human beings; are living in cars, parks, public spaces, abandoned
13 buildings, substandard housing, bus or train stations, or similar
14 settings, and migratory children who qualify as homeless because
15 they are living in any of the preceding listed circumstance. (42
16 U.S.C. § 11434a)
17
18 D. “Nonpublic school” means any school, church, or religious
19 organization, or home school wherein a resident of Minnesota may
20 legally fulfill the compulsory instruction requirements of Minn. Stat.
21 §120A.22, which is located within the state, and which meets the
22 requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. §
23 2000a). (Minn. Stat. §123B.41, Subd. 9)
24
25 E. “Nonresident student” is a student who attends school in the school
26 district and resides in another district, defined as the “nonresident
27 district.” In those instances when the divorced or legally separated
28 parents or parents residing separately share joint physical custody
29 of a student and the parents reside in different school districts, the
30 student shall be a resident of the school district designated by the
31 student’s parents. When parental rights have been terminated by
32 court order, the legal residence of a student placed in a residential
33 or foster facility for care and treatment is the district in which the
34 student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. §
35 125A.51; Minn. Stat. § 127A.47, Subd. 3)
36
37 F. “Pupil support services” are health, counseling and guidance
38 services provided by the public school in the same district where
39 the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
40
41 G. “School of origin,” for purposes of determining the residence of a
42 homeless student, is the school that the student attended when
43 permanently housed or the school in which the student was last
44 enrolled. (42 U.S.C. § 11432(g)(3)(G))
45
46 H. “Shared time basis” is a program where students attend public
47 school for part of the regular school day and who otherwise fulfill
48 the requirements of Minn. Stat. § 120A.22 by attendance at a
49 nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)
50

- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school.

1. Transportation will be provided within the designated attendance areas for each school:

a. The attendance area for Richfield STEM School, Richfield Dual Language School, Richfield Middle School and Richfield High School is the entire school district.

b. The Centennial Elementary School attendance area extends from the east side of Nicollet Avenue to the eastern border of the district, and the Sheridan Hills Elementary attendance area extends from the west side of Nicollet Avenue to the western border of the district. Provided, however, that the area east of Nicollet Avenue, south of 77th Street and north of Highway 494 will be designated as a flexible attendance area based on enrollment, demographics and other factors as determined by administration.

2. Transportation services will not be provided to students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. (Minn.Stat. § 123B.88, Subd. 1)

- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

1. The school district shall be responsible for transporting to and from school resident public and nonpublic elementary school students (grades 1-5) residing one mile or more from school and resident students (grades 6-12) residing two miles or more from school.

- 1 C. At the discretion of the school district, transportation along regular
2 school bus routes may also be provided, where space is available,
3 to any person where such use of a bus does not interfere with the
4 transportation of students. This includes part-time secondary
5 students, early childhood family education participants and area
6 learning center students. The cost of providing such transportation
7 must be paid by those individuals using these services or some
8 third-party payer, with the exception of early childhood family
9 education participants and area-learning center students if the
10 provision of such transportation services can be provided without
11 an increase in the school district's expenditures. (Minn. Stat. §
12 123B.88, Subd. 10, 11, 12, and 13)
13

14 **V. TRANSPORTATION OF NONRESIDENT STUDENTS**

- 15
16 A. If requested by the parent of a nonresident student, the school
17 district shall provide transportation to a nonresident student within
18 its borders at the same level of service that is provided to resident
19 students. The school district may provide transportation to a
20 nonresident student outside its borders only after written notice to
21 the resident district. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. §
22 123B.92, Subd. 3; Minn. Stat. § 123B.88, Subd. 6)
23
24 B. If the school district decides to transport a nonresident student
25 within the student's resident district, the school district will notify the
26 student's resident district of its decision, in writing, prior to providing
27 transportation. (Minn. Stat. § 123B.88, Subd. 6)
28
29 C. When divorced or legally separated parents or parents residing
30 separately reside in different school districts and share physical
31 custody of a student, the parents shall be responsible for the
32 transportation of the student to the border of the school district
33 during those times when the student is residing with the parent in
34 the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
35

36 **VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT**
37 **SCHOOLS**

- 38
39 A. In general, the school district shall not provide transportation
40 between a resident student's home and the border of a nonresident
41 district where the student attends school under the Enrollment
42 Options Program. A parent may be reimbursed by the nonresident
43 district for the costs of transportation from the pupil's residence to
44 the border of the nonresident district if the student is from a family
45 whose income is at or below the poverty level, as determined by
46 the federal government. The reimbursement may not exceed the
47 pupil's actual cost of transportation or 15 cents per mile traveled,
48 whichever is less. Reimbursement may not be paid for more than
49 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
50

- 1 B. Resident students shall be eligible for transportation to and from a
2 nonresident school district at the expense of the school district, if in
3 the discretion of the school district, inadequate room, distance to
4 school, unfavorable road conditions, or other facts or conditions
5 make attendance in the resident student's own district
6 unreasonably difficult or impracticable. The school district, in its
7 discretion, may also provide for transportation of resident students
8 to schools in other districts for grades and departments not
9 maintained in the district, including high school, for the whole or a
10 part of the year or for resident students who attend school in a
11 building rented or leased by the school district in an adjacent
12 district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
13
14 C. In general, the school district is not responsible for transportation
15 for any resident student attending school in an adjoining state
16 under a reciprocity agreement but may provide such transportation
17 services at its discretion. (Minn. Stat. § 124D.041)
18

19 **VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH**
20 **DISABILITIES/STUDENTS WITH TEMPORARY DISABILITIES**
21

- 22 A. Upon a request of a parent or guardian, a resident student with a
23 disability who is not yet enrolled in kindergarten, who requires
24 special education services in a location other than the student's
25 home, shall be provided transportation consistent with Minn. Stat. §
26 123B.92, Subd. 1(b)(4) . Special instruction and services for a child
27 with a disability not yet enrolled in kindergarten include an
28 individualized education program (IEP) team placement in an early
29 childhood program when that placement is necessary to address
30 the child's level of functioning and needs. (Minn. Stat. § 123B.88,
31 Subd. 1)
32
33 B. Resident students with disabilities whose handicapped conditions
34 are such that the student cannot be safely transported on the
35 regular school bus and/or school bus route and/or when the
36 student is transported on a special route for the purpose of
37 attending an approved special education program shall be entitled
38 to special transportation at the expense of the school district. The
39 school district shall determine the type of vehicle used to transport
40 students with disabilities on the basis of the handicapping condition
41 and applicable laws. This provision shall not be applicable to
42 parents who transport their own child under a contract with the
43 school district. (Minn. Rules Part 7470.1600)
44
45 C. Resident students with disabilities who are boarded and lodged at
46 Minnesota state academies for educational purposes, but who also
47 are enrolled in a public school within the school district, shall be
48 provided transportation, by the school district to and from said
49 board and lodging facilities, at the expense of the school district.
50 (Minn. Stat. § 125A.65)

- 1
2 D. If a resident student with a disability attends a public school located
3 in a contiguous school district and the school district of attendance
4 does not provide special instruction and services, the school district
5 shall provide necessary transportation for the student between the
6 school district boundary and the educational facility where special
7 instruction and services are provided within the school district. The
8 school district may provide necessary transportation of the student
9 between its boundary and the school attended in the contiguous
10 district, but shall not pay the cost of transportation provided outside
11 the school district boundary. (Minn. Stat. § 125A.12)
12
13 E. When a student with a disability or a student with a short-term or
14 temporary disability is temporarily placed for care and treatment in
15 a day program located in another school district and the student
16 continues to live within the school district during the care and
17 treatment, the school district shall provide the transportation, at the
18 expense of the school district, to that student. The school district
19 may establish reasonable restrictions on transportation, except if a
20 Minnesota court or agency orders the child placed at a day care
21 and treatment program and the school district receives a copy of
22 the order, then the school district must provide transportation to
23 and from the program unless the court or agency orders otherwise.
24 Transportation shall only be provided by the school district during
25 regular operating hours. (Minn. Stat. § 125A.15(b); Minn. Stat. §
26 125A.51(d))
27
28 F. When a nonresident student with a disability or a student with a
29 short-term or temporary disability is temporarily placed in a
30 residential program within the school district, including correctional
31 facilities operated on a fee-for-service basis and state institutions,
32 for care and treatment, the school district shall provide the
33 necessary transportation at the expense of the school district.
34 Where a joint powers entity enters into a contract with a privately
35 owned and operated residential facility for the provision of
36 education programs for special education students, the joint
37 powers entity shall provide the necessary transportation. (Minn.
38 Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))
39
40 G. Each driver and aide assigned to a vehicle transporting students
41 with a disability will be provided with appropriate training for the
42 students in their care, will assist students with their safe ingress
43 and egress from the bus, will ensure the proper use of protective
44 safety devices, and will be provided with access to emergency
45 health care information as required by law. (Minn. Rules Part
46 7470.1700)
47
48 H. Any parent of a student with a disability who believes that the
49 transportation services provided for that child are not in compliance
50 with the applicable law may utilize the alternative dispute resolution

and due process procedures provided for in Minn. Stat. Ch. 125A.
(Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))
 - 4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3(c)).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the School Board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

A. At its discretion, the school district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10). This is present in the district's offering of Co-curricular And Athletic Transportation (Policy #744) and in Field Trip Fees And Transportation (Policy #653).

B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. (Minn. Stat. § 123B.36, Subd. 1(11). This is present in the district's offering of Pay-To-Ride Service (Policy #743). The school district also may waive fees for transportation if the student's parent

is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05.

C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee (Minn. Stat. § 123B.36, Subd. 1(13).

D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not
a
Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic
School Children; Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts,
Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Enrollment Options Programs in
Border States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in
Nonresident District)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Children With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District;
Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without
Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of
Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the
Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue -
Definitions)

1 Minn. Stat. § 127A.47 (Payments to Resident and
2 Nonresident Districts)
3 Minn. Rules Part 7470.1600 (Transporting Pupils with
4 Disability)
5 20 U.S.C. § 1415 (Individuals with Disabilities Education
6 Improvement Act of 2004)
7 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
8 42 U.S.C. § 2000d (Prohibition Against Exclusion from
9 Participation in, Denial of Benefits of, and
10 Discrimination under Federally Assisted Programs on
11 Ground of Race, Color, or National Origin)
12 42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless
13 Assistance Act of 2001)
14 42 U.S.C. § 12132 (Americans With Disabilities Act)
15

16 **Cross References:** Board Policy 653 (Field Trips)
17 Board Policy 541 (Student Behavior)
18 Board Policy 744 (Co-curricular and Athletic
19 Transportation)
20 Board Policy 743 (Pay-To-Ride Service)
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22
23
24
25

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27

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31

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RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

STUDENT TRANSPORTATION SERVICES

I. INTRODUCTION

The purpose of this administrative guideline is to assist in the implementation of Board Policy 742 pertaining to Student Transportation.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

During the first month of school, bus safety will be emphasized. The second or third week of school will be designated as school bus safety week and student training will be completed.

B. Student Training

The School District shall provide students enrolled in grades pre-kindergarten through 12 with school bus safety training. The training shall be results-oriented and shall consist of both classroom instruction and practical training using a school bus. Upon completing the training, a student shall be able to demonstrate knowledge and understanding of at least the following concepts:

1. Transportation by school bus is a privilege not a right
2. District policies for student conduct and school bus safety
3. Appropriate conduct while on the bus
4. The danger zones surrounding a school bus
5. Procedures for safely boarding and leaving a school bus
6. Procedures for students' safe crossing of vehicle lanes
7. School bus evacuation and other emergency procedures

Student school bus safety training shall commence during school bus safety week. All students who are transported by school bus and are enrolled during the first week of school must demonstrate achievement of the school bus safety training competencies by the end of the third week of school. Students who enroll in a school after the first week of school and are transported by school bus shall undergo school bus safety training and demonstrate achievement of the school bus safety competencies within three weeks of the first day of attendance. The School District may deny transportation to a student who fails to demonstrate the competencies, unless the student is unable to achieve the competencies due to a disability.

The District will provide pre-kindergarten and kindergarten students with school bus safety training during the first weeks of school

The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.

The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

The School District will also provide student safety education for bicycling and pedestrian safety.

The School District's curriculum for transportation is maintained and available for review in the District Office.

Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

Consequences for school bus or bus stop misconduct will be imposed by the School Principal or designee. In addition, all school bus or bus stop misconduct will be reported to the District's Transportation Safety Director. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement. Any reports made to local law enforcement will be coordinated in collaboration with the Superintendent of Schools.

A. School Bus and Bus Stop Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be

followed. Consequences are progressive and may include suspension or termination of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office and or School Office.

B. Rules at the Bus Stop

Students are to be trained in proper behavior at the bus stop including the rules listed below. Supervision of the bus stop is not provided by the District.

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

C. Rules on the Bus

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

D. Consequences

Consequences for school bus or bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be at the sole discretion of the School District. Parents or guardians will be notified if their student is experiencing behavior problems on the bus. Listed below in sequential order are the consequences that may result due to misbehavior incidents.

1. Elementary (K-5)

- a. Initially driver issues verbal warnings, confers with students and assigns seat as necessary.

- b. Driver completes Conduct Report. School official confers with students and parents.
- c. One day suspension from riding the bus. School official confers with student and parents.
- d. Three day suspension from riding the bus. (parental notification).
- e. Five day suspension from riding the bus. (parental notification).
- f. Ten day suspension from riding the bus. (parental notification).
- g. Denial of bus privileges.

2. Secondary (6-12)

- a. Driver issues verbal warnings, confers with students and assigns seats as necessary.
- b. Driver completes Conduct Report. School official confers with students and parents.
- c. Three day suspension from riding the bus. (parental notification).
- d. Five day suspension from riding the bus. (parental notification).
- e. Ten day suspension from riding the bus. (parental notification).
- f. Denial of bus privileges

3. Other Discipline

Severe misbehavior includes such items as fighting, destroying property or bringing a weapon or drugs on the bus. In case of severe misbehavior, the building principal or designee will immediately complete a Minnesota School Bus Incident Report on the student(s) involved.

More serious consequences may be imposed based on the severity of a student's conduct. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus or bus stop misconduct.

4. Records

A Bus Conduct Report will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety. Records may also be maintained in the transportation office.

5. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or making arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

6. Notice

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus and both rules and consequences will be periodically reviewed with students by the driver.

7. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the Superintendent, local law enforcement officials and the Department of Public Safety will be informed.

E. Special/Disabled Transportation Rules and Consequences

1. Misbehavior and consequences thereof for students requiring special transportation are described in the *Richfield Schools Special School Bus Transportation* brochure.
2. A student who is currently identified as having a disability under the Individuals with Disabilities Education Act (IDA) or section 504 of the Federal Rehabilitation Act is subject to the provisions of this policy and guideline unless the student's IEP or accommodation plan provides for modification to or accommodations related to the application of the District's behavior policy. In regard to disciplinary actions, removals, suspensions, exclusions or expulsions of students with disabilities, the District shall adhere to the requirements of state and federal law governing students with disabilities.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent/Guardian Responsibilities for Transportation Safety

1. To become familiar with District rules and policies, regulations and principles of school bus safety.
 2. Assist students in understanding safety rules and encourage them to abide by them.
 3. Recognize their responsibilities for the action of their students.
 4. Support safe riding practices and reasonable discipline efforts.
 5. When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.
 6. Support procedures for emergency evacuation, and procedures in emergencies as set up by the School District.
 7. Support and respect the rights and privileges of others.
 8. Communicate safety concerns to school administrators.
 9. Monitor bus stops, if possible.
 10. Support all efforts to improve school bus safety.
11. Report any misbehavior or safety concerns to the transportation office.
- B. Parent and Guardian Notification

A copy of the School District school bus stop rules will be provided to each family at the beginning of the year or when a child enrolls, if this occurs

during the school year. Parents and guardians are asked to review the rules with their students.

C. Parent/Guardian Responsibilities for Transportation of Special Education/Students with Disabilities

The Parent/Guardian responsibilities are described in the *Richfield Schools Special School Bus Transportation* brochure.

1. Parent Responsibility At Pick-up Time

- a. Have your student fully clothed, toileted, and ready at the bus stop five (5) minutes before the pick-up time. Cost efficient routing does not allow time for buses to wait.
- b. Accompany your student to the bus.
- c. If your student will not be riding on any given day, call the transportation dispatch office at least one (1) hour before the pick-up time.

2. Parent Responsibility At Drop-off Time

Be at the bus stop five (5) minutes before the scheduled return.

3. Missed Bus

The driver cannot return to a bus stop because of scheduled commitments to other parents, students and schools.

4. Emergency Information Form

The State Board of Education Rules require that the bus driver have emergency and health information in the bus for each student. Parents or guardians must provide this information. The form is mailed to each special transportation student's home and must be completed and returned before the student can ride the bus.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted

of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
2. reckless driving;
3. improper or erratic traffic lane changes;
4. following the vehicle ahead too closely;
5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.

D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification

shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

All school bus drivers shall be adequately prepared physically and mentally each day to perform required duties. These shall include:

A. Operating the vehicle in a safe and efficient manner.

1. Safety

The primary concern of each driver is safety. Drivers will exercise extreme caution during the loading and unloading process as well as when driving.

2. Defensive Driving

All drivers are to drive defensively at all times. A definition of defensive driving is: driving in a manner to avoid accident involvement despite adverse conditions created by road, weather, traffic, or errors of other drivers or pedestrians.

3. Driving Adjustments

Winter and wet weather driving may require adjusting speed and normal driving practices to compensate for road conditions.

4. Emergency Doors

Emergency doors must be free and operable. Under no circumstances may the doors be obstructed to prevent easy access.

5. Service Door

The service door of the bus must be closed at all times while the bus is in motion.

6. Overloads

The registration card in all vehicles designates the maximum number of passengers allowed to be carried. This limit cannot be exceeded. A driver should call the designated individual for instructions should a vehicle become overloaded.

7. Railroad Crossings

All vehicles used to transport must stop at railroad crossings, using required procedures, whether they are loaded or empty. School buses

shall not activate the eight-way lights; four-way hazard lights are to be used before stopping and when crossing the tracks.

8. Speeding and Other Moving Violations

No bus shall travel faster than road, traffic and weather conditions safely permit, regardless of the posted speed limit. Any driver convicted of a moving violation with a school bus will face disciplinary action. Other reports or warnings regarding speeding will result in suspension and/or termination.

9. Smoking Prohibited

Smoking or use of tobacco products is prohibited on school property, including building facilities, grounds, or vehicles per Richfield School Board Policy.

B. Conducting thorough pre-trip and post-trip inspections of the vehicle and special equipment.

1. Bus Inspection.

Drivers are required to make a pre-trip inspection of the bus before each trip. Failure to do so is a violation of State law. Defects are to be reported in writing. Drivers are required to check their buses for students, vandalism and articles left on the bus after each route segment and the end of the day. Defects are to be reported in writing.

2. Safety Equipment.

Every bus will carry an emergency card on which is printed telephone numbers of appropriate personnel to contact in the case of an emergency. All drivers are responsible for ensuring that the necessary safety equipment is aboard the bus, including fire extinguisher, first aid kit, bodily fluids clean-up kit, flashlight, reflector emergency warning device, and any additional items required by the District. Drivers of vehicles for disabled students will ensure all student health information cards are on the bus.

3. Bus Cleaning

Drivers are required to keep the interior of their buses swept and free of trash at all times and the windows cleaned both inside and out.

4. Fueling

The driver is responsible for ensuring that his or her assigned vehicle is adequately fueled before leaving the yard. Smoking is prohibited

in the fueling area and on all school district property. The engine shall be turned off while fueling. Drivers should never fuel with passengers aboard.

- C. Ensuring the safety, welfare and orderly conduct of passengers while on the bus.
- D. Responding to emergency situations in accordance with operating procedures.
- E. Communicating effectively with school staff, students, parents, law enforcement officials and the motoring public.

1. Relations with Students

Bus drivers will treat students with respect and will refrain from any conduct which is intended or could be perceived as demeaning, intimidating or harassing.

2. Relations with School Officials

School officials can and will be of considerable assistance to drivers. They are trained in the education of students and it is in their best interest that control and discipline be maintained on the bus. Therefore, it is very important drivers have good relationships with the school officials and give them full cooperation.

3. Relations with the Public

It is important to remember that to the general public, the driver represents the School. Buses are one of the most visible vehicles on the road. Drivers must deal with students, parents, and other motorists in a polite, professional and considerate manner.

4. Student Discipline

Although drivers are responsible for maintaining order on the bus, drivers must always remember that the types of actions they may use are limited. Drivers must never, under any circumstances, use corporal punishment. Drivers have no authority to deny a child the privilege of riding the bus, drop a student at other than the designated stop, or to return a bus full of students back to school. Any denial of bus-riding privileges can only come from the school principal or designee.

5. Route Changes

No driver is to make changes in the pick-up or drop-off schedule for his or her route without prior authorization. No stops are to be added, deleted, or moved without approval. No driver may deviate from the established route without prior permission except as required by an

emergency or temporary road condition. The driver is subject to disciplinary action when making unauthorized route changes.

6. Route Problems

Any problems encountered by a driver on the routes or trips should be brought to the immediate attention of the transportation dispatcher.

7. Unauthorized Passengers

Only authorized passengers may be transported in a bus. Any other passenger must be specifically approved by the Transportation Supervisor. A special bus pass shall be issued by the transportation office to an unauthorized passenger, which must be shown the driver to access a bus ride.

8. Notices

It is the responsibility of the driver to check for notices each day and to check with his or her supervisor regularly.

F. Completing required reports

It is the responsibility of the driver to completely fill out and timely turn in all reports, discipline referrals, time cards, and mechanical defect slips as required. This includes all requirements pertaining to pre-trip inspections and stop-arm violation reports.

G. Completing required training programs.

H. Promoting safety for passengers during loading and unloading.

1. Standing

Standing on a moving bus is not allowed. Drivers must not move a bus from a stopped position until all passengers are seated. Students are to remain seated until the bus has stopped.

2. Dangerous Articles

Articles that may be considered dangerous, are not allowed on a school bus. This includes any and all weapons, gasoline cans, animals, and other dangerous or objectionable items. Possession of weapons on school property or the bus will not be tolerated. Companion dogs are allowed.

I. Wearing of driver's seat belt whenever the bus is in motion.

- J. Additional driver duties and responsibilities may be found in the driver handbook. All bus driver dismissals will be reported to the Department of Public Safety pursuant to Department of Public Safety directions.

VI. OPERATING RULES AND PROCEDURES

A. General Operating Rules.

1. All routes shall be on file with the School District's Transportation Safety Director.
2. Only students assigned to the school bus by the District shall be transported. The number of students or other authorized passengers transported in or assigned to a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. Drivers are to enforce the provisions of the school bus and bus stop rules as appropriate. Students may be released from the bus at only two points, the designated bus stop or at school, except in case of an emergency or as otherwise authorized.
4. The parent/legal guardian may designate by a signed, written request a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
5. Severe misbehavior may result in an immediate return of the bus filled with students to the school subsequent to driver's radio request to the dispatcher and approval of the school principal.
6. Safety evacuation drills for the student-passengers shall be conducted at least twice a year.
7. There shall be no students in the bus while the fuel tank is being filled. On leaving the vehicle when students are in the bus, the driver shall stop the bus, remove the ignition key, set the brakes and otherwise render the bus immobile.
8. Buses shall not be driven backwards on the school grounds or any other point if it can be avoided. If it is necessary, the driver shall have another responsible person act as a guard flagman in back of the bus to keep other persons out of the path and to issue warnings to the driver of approaching traffic.

9. When arriving or leaving the school grounds, the driver must not follow closer than 50 feet from the vehicle directly in front of the bus or closer than 500 feet when traveling on the highway.
10. No school bus shall pull any trailer when students are being transported on regular routes to or from school.
11. In case of an accident or breakdown of the bus, the driver shall contact the dispatcher or another bus using the two-way radio. If no radio contact is available, the driver shall not leave the bus but shall send two responsible students to the nearest house to summon help.
12. The District may adopt such additional operating rules as are deemed necessary to meet local conditions and needs, provided they do not conflict with the State laws and regulation.

B. Use of Signals, Loading or Unloading

1. The driver shall activate the flashing eight-light system of the bus at least 300 feet before stopping to load or unload students, in a speed zone of more than 35 miles per hour and 100 feet before stopping in a speed zone of 35 miles per hour or less (except as provided in item #2 below), and shall not extinguish such lights until loading or unloading is completed and persons who must cross the roadway or highway are safely across.
2. The driver shall activate the four way hazard lights only on four lane or one way streets as designated to avoid restricting traffic flow. Passengers shall be loaded and unloaded only from the right-hand side of the vehicle. Students are not to cross the following streets for the purpose of loading and unloading the school bus: Old Cedar, Portland, Nicollet, Lyndale, Penn, York, 66th, 76th, 77th and the 78th Street service road.
3. The driver shall bring the vehicle to a complete stop in the right hand lane of the roadway parallel to the center line.
4. The driver shall activate the red flashing lights, come to a complete stop, then extend the stop arm and discharge students only after all traffic (front and rear) has come to a complete stop.
5. The driver shall keep door open and eight-light system operating until all students have been loaded or unloaded safely.
6. The driver shall avoid loading and unloading students where the view is obstructed to other motorists for 200 feet in either direction.
7. The driver shall not permit students to stand or get on or off the bus while it is in motion. The driver will bring the bus to a full stop before loading or unloading students.

8. Driver's shall load and unload students only at designated locations.

C. Crossing Highways and Streets

1. The driver shall be responsible for safely delivering the students who must cross a highway or street by one of the following methods:
 - a. Students shall pass approximately 10 feet in front of the school bus so as to be seen by the driver and cross the road only upon receiving a hand signal from the driver, or
 - b. The driver shall visually ascertain that students getting off the bus who do not need to cross the road are a safe distance from the bus before moving the vehicle.

D. Type III Vehicles.

1. Students shall not be regularly transported in private vehicles. However, private vehicles may be used for convenience or in an emergency. The District has no system of inspection for private vehicles.

VII. SCHOOL BUS DRIVER TRAINING

A. Training.

All new bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competencies specified by the Department of Public Safety. All school bus drivers shall receive a minimum of eight hours of in-service training annually.

The following driver training standards represent the **minimum** areas of training which each driver must receive prior to entering service to the School District.

1. Pre-Trip Inspection

Both new and experienced drivers must be familiar with the elements of the mandatory pre-trip inspection required under Minnesota law including:

- a. The engine compartment - belts, valves, fluid leaks
- b. Engine start, warning lights, gauges, horn
- c. Fuel level
- d. Brakes - pedal reserve and air/vacuum gauges
- e. Interior - seats, floor, lights
- f. Electrical charging system
- g. Emergency door

- smooth latch operation
- alarm buzzer
- h. Entrance door operation
- i. Lift door operation and alarm
- j. Lift equipment for wheelchairs
- k. Wheels, service brakes, emergency brake
- l. Exterior lights - headlights, brake lights, market lights, turn signals
- m. Exhaust system
- n. Windows, windshield, and inspection sticker
- o. Eight-light system and stop arm
- p. Emergency equipment
 - first aid kit
 - bodily fluids clean-up kit
 - flashlight
 - reflectors
 - two-way radio

2. Fundamentals and Techniques of School Bus Driving

The driver training program must include:

- a. Relevant laws
- b. Rules of the road and School District safety policies
- c. Defensive driving
- d. Driving in inclement weather conditions
 - reduced visibility
 - rain
 - snow
 - fog
- e. Dealing with pedestrians and students in traffic
- f. Operation of the manual or automatic transmission
- g. The use of the drive train for stopping the school bus
- h. Situations where the hand brake will not stop a moving bus
- i. Steering and turning techniques
- j. Right and left turn maneuvers
- k. Gauging the speed of other vehicles on cross streets
- l. Use of mirrors
- m. Merging into traffic
- n. Visual perceptions
- o. Safe following distances
- p. Safe passing procedures
- q. Safe backing procedures
- r. Use of eight-light system and School District policy regarding its use
- s. Loading and unloading procedures
- t. Knowledge of the danger zone concept
- u. Policies and Procedures for grade level railroad crossings
- v. Emergency use of the public address system
- w. Response to an approaching emergency vehicle while unloading

x. Leaving the bus unattended at school sites

3. Special Education/Disabled Transportation

Special education transportation requires skills and abilities that exceed those required to provide normal school bus service. Drivers shall be familiar with:

- a. What to do in a medical emergency
- b. Handling of wheelchairs
- c. Operation of lift equipment
- d. Proper use of wheelchair securing devices
- e. School District policies on the use of seat belts on designated students
- g. Handicapping conditions
- h. Responsibilities of the bus driver and the bus aide
- i. What to do when a responsible person is not available to receive a student

4. Emergency Procedures

Drivers must be prepared to deal with emergency situations while operating on routes and field trips. Included in these emergency situations are mechanical breakdowns, fire, accident, or passenger injury. Drivers shall receive training in:

- a. Identifying the degree of an emergency before beginning an evacuation
- b. Identifying a safe evacuation unloading area
- c. Preplanning emergency evacuation for both conventional and lift buses
 - front, rear, and both door evacuation
 - evacuation of special education students
 - evacuation of physically disabled students and students using wheelchairs
 - placement of students in a safe location
- d. Cooperation in emergency evacuation drills
- e. Mechanical breakdowns
 - stop bus in safe location
 - keep passengers in bus if safe to do so
 - take steps to warn motorists
 - radio or call for assistance.
- f. How to secure the school bus and place emergency triangles
- g. Use of two-way communication system in an emergency
- h. When it is appropriate to evacuate the school bus
- i. How to supervise an emergency evacuation
- j. Emergency evacuation of the disabled
- k. Special considerations when evacuating a lift bus
- l. Lifting techniques for handling disabled students in an emergency situation

- m. Priorities when dealing with injured passengers
- n. How to use the school bus first aid kit
- o. Use and operation of the fire extinguisher
- p. Dealing with other motorists and the police
- q. Use of emergency reflectors and hazard lights
- r. Control of exposure to blood borne pathogens
- s. Use of body fluid clean-up kits
- t. School District policy on medical emergencies
- u. Recognition and handling of epileptic seizures
- v. How to respond if a passenger has a weapon on the bus

5. First Aid / CPR

All drivers must demonstrate proficiency in first aid and CPR. This may be shown by current certification in CPR and first aid by the American Red Cross or American Heart Association or equivalent.

6. Private or Confidential Student Information

All drivers shall understand the types of student data that are considered private or confidential under Minnesota Statutes

7. Student Discipline

- a. Creating a positive attitude on the school bus
- b. Oral and visual communications skills between the driver and the passengers
- c. Dealing confidently with a disruptive student
- d. District discipline policy
- e. Developing and enforcing workable rules
Incident report forms
- f. District policy on possession of weapons by a student
- g. District policy on sexual, racial and religious harassment/violence
- h. District policy on smoking

8. Human Relations

- a. Appropriate driver behavior
- b. Sensitivity to a diverse student population
- c. Sensitivity to handicapping conditions
- d. Relations with parents and school staff
- e. Working with a special education bus aid

9. Chemical Abuse

- a. How alcohol and/or drugs can affect driving skills
- b. Drug-testing programs
- c. State and federal requirements

B. Evaluation.

All drivers shall be evaluated for the following competencies at least once annually:

1. The safe operation of the type of school bus the driver will be driving
2. Their understanding of student behavior, including issues relating to students with disabilities
3. Their ability to manage students on the bus and handle incidents of misconduct appropriately
4. Their understanding of relevant laws, rules of the road and local school bus safety policies
5. Their ability to handle emergency situations
6. Their ability to safely load and unload students, and;
7. Their ability to demonstrate proficiency in first aid and CPR procedures.

VIII. EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the student's name and address;
2. the nature of the student's disabilities;
3. emergency health care information; and
4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency

E. Fire

In the event of a fire, the first priority is to evacuate the bus. Drivers shall make certain passengers are safe, before attempting to put out the fire.

F. Injuries / Medical Emergencies

Drivers shall be familiar with first aid and CPR procedures. Drivers should first contact the dispatcher to call 911 in the case of serious injuries. Drivers should administer proper first aid in accordance with their training and level of ability. In the event of an injured passenger is taken to the hospital, record the students' name and the name of the hospital where the student is sent.

G. Tornado

If there is likelihood that the tornado will hit a vehicle, and there is no escape route available or no time to drive to a safe location, the driver should evacuate the bus, taking the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (towards the storm) of the bus far enough away from the bus so that the bus will not roll over on them and instruct them to cover their heads with their arms. If the students are wearing coats or jackets, these can be used to provide additional protection for their heads and bodies. Drivers should take only the first aid kit from the bus.

H. Evacuation

Drivers should evacuate buses only when there is a danger of fire, collision or other potential hazard. Drivers should inform passengers that there is an emergency, and in very calm and precise terms, tell them exactly what they are to do. When possible, drivers will keep all evacuees a minimum of 100 feet from the bus. They should be loaded back onto the bus only when the driver has determined it is safe to do so.

I. Accident

In case of an accident, the driver shall immediately assess students for injuries and begin emergency first aid procedures as necessary. The driver must also notify the Transportation Dispatcher who will contact the law enforcement officials for medical assistance.

After providing emergency first aid, notifying the Dispatcher, and upon the arrival of law enforcement officials the driver shall:

1. In cooperation with the police officer and/or ambulance service, assist with the care of the students.
2. See that all injured students receive proper care.
3. Determine facts pertaining to accident.
4. Call the dispatcher to give a list of names and circumstances. The dispatcher will contact the Transportation Office so they can begin calling parents.
5. Discuss the accident only with police and School District officials.

6. Record all students' names.

7. Not leave the scene of an accident until released by the proper authorities.

Before leaving for the day, the driver shall fill out an accident report and take it to the Transportation Office. All bus accidents shall be reported to the Department of Public Safety.

J. Cold Weather Stop

If a driver is stuck or stalled in cold weather, the driver should call for assistance and wait for help. The driver should avoid relying on the engine to provide heat for the driver and passengers as long as possible. If it is necessary to run the engine to provide heat, the driver will make sure the exhaust pipe is clear of snow, open windows for ventilation, and check passengers frequently for headaches or drowsiness.

K. Dangerous Weapons

If a driver observes or learns that a passenger may have a dangerous weapon on the bus, he or she should remain calm and call for assistance using a pre-determined code. The driver should give the location of the bus to the dispatcher, continue the route and wait for assistance. The driver should not inform the passenger suspected of having the weapon that he or she knows of the weapon.

L. Lights

In an emergency stop, the driver should turn on the four-way hazard warning lights, and running or clearance lights. If the bus is on a highway, the driver must set out warning flares or triangles at the distances specified by State Law.

M. Getting Assistance

Drivers should use the two-way radio communications system to get assistance, reporting the location and number of the bus, the nature of the problem, and the status of the passengers. If the driver cannot use a radio to contact the dispatcher, ask a passerby or motorist to do so from the nearest telephone. The driver should write out the number and location of the school bus, the nature of the emergency, and the status of the passengers.

IX. VEHICLE MAINTENANCE STANDARDS

A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the School District.

B. All school vehicles shall be inspected in accordance with legal requirements.

- 1 C. Daily pre-trip inspections shall be required and prompt reports submitted of
2 defects to be immediately corrected.
3

- 4 D. Daily post-trip inspections shall be performed to check for any children or lost items
5 remaining on the bus and for vandalism
6
7
8

9 **X. SCHOOL TRANSPORTATION SAFETY DIRECTOR**
10

11 The School Board has designated the Transportation Supervisor as the School
12 Transportation Safety Director. The name, address and telephone number of the
13 Director is on file with the Superintendent. Any questions regarding student
14 transportation or this policy should be addressed to the School Transportation
15 Safety Director.
16
17

18 **XI. WALKING DISTANCE TO BUS STOPS**
19

20 The number of bus stops in the School District impacts the length of time students
21 are on the bus and the number of buses required to provide service. Bus routes
22 are arranged according to geographic areas. This means that some students will
23 walk further than others to bus stops.
24

- 25 A. Whenever possible, bus stops will be located at corners or intersections.
26 Stopping at corners or intersections is generally safer due to the expectations
27 of traffic. When a bus stops mid-block it can confuse motorists, whereas
28 traffic anticipates the bus will stop or yield at an intersection. In addition, the
29 bus driver has the best view of traffic and neighborhood students have the
30 most direct route of access to their bus.
31
32 B. Elementary students shall be given priority when identifying the location of
33 common bus stops that service the K-12 grade levels.
34
35 C. The bus routes can change every year based on the student population.
36 Students may have to walk multiple blocks to the bus stop depending on the
37 route structure and time schedule. At no time shall more than one stop be
38 designated per block for regular to and from transportation.
39
40 D. Kindergarten stops will generally be closer to the home than regular route
41 stops, however visibility from the home to the bus stop is not always possible
42 nor is it part of our criteria for moving stops.
43
44 E. Students residing on dead end streets or cul-de-sacs are expected to walk
45 the distance to the nearest intersection or further to access a bus.
46
47

48 **XII. VIDEO SURVEILLANCE**
49

1 Video surveillance may be used on a limited basis as part of our comprehensive
2 approach to student management on school buses. The driver continues to have
3 the responsibility for controlling the students through gaining rapport and
4 interacting with students. The Business Manager in consultation with the
5 superintendent may utilize video technology on selected vehicles to insure student
6 safety and appropriate behaviors.
7
8
9

10 **Legal References:** Minn. Stat. 169.443-169.444: Safety of School Children
11 Minn. Rule: 7470.1000-1100: Operation of a Type A,B,C, or
12 D school bus
13
14
15
16

17 Dated: November, 1994
18 Reviewed: April 21, 2008
19 Revised: February, 1999, May 15, 2006; August 17, 2020
20

NEW BUSINESS – FOR ACTION

Agenda Item VI.A.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: Mandatory Policy Review

(Recommended by the Superintendent)

Review of these policies which are required to be reviewed annually by the board and which need no changes or minor updates only.

Attachments

Policy 410 - Mandated Reporting of Maltreatment in Vulnerable Adults – no edits

Policy 409 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse – redlined

Administrative Guideline 409.1 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse – no edits

Policy 506 – Student Sex Nondiscrimination – no edits

Policy 541 Student Behavior – no edits

Administrative Guideline 541.1 - Student Behavior – no edits

RICHFIELD PUBLIC SCHOOLS

MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to fully comply with Minn. Stat. §626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. "Vulnerable Adult" means any person 18 years of age or older who:
 - 1. is a resident or inpatient of a facility, ;
 - 2. receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2);
 - 3. receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program;
or
 - 4. regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.
- C. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

1 D. "Neglect" means the failure or omission by a caregiver to supply a
2 vulnerable adult with care or services, including but not limited to,
3 food, clothing, shelter, health care, or supervision which is: (1)
4 reasonable and necessary to obtain or maintain the vulnerable
5 adult's physical or mental health or safety, considering the physical
6 and mental capacity or dysfunction of the vulnerable adult; and (2)
7 which is not the result of an accident or therapeutic conduct.
8

9 Neglect also includes the absence or likelihood of absence of care
10 or services, including but not limited to, food, clothing, shelter,
11 health care, or supervision necessary to maintain the physical and
12 mental health of the vulnerable adult which a reasonable person
13 would deem essential to obtain or maintain the vulnerable adult's
14 health, safety, or comfort considering the physical or mental
15 capacity or dysfunction of the vulnerable adult.
16

17 Neglect does not include actions specifically excluded by Minn.
18 Stat. §626.5572, Subd. 17.
19

20 E. "Abuse" means:
21

- 22 1. An act against a vulnerable adult that constitutes a violation of,
23 an attempt to violate, or aiding and abetting a violation of:
24 a. assault in the first through fifth degrees as defined in
25 sections 609.221 to 609.224;
26 b. the use of drugs to injure or facilitate crime as defined in
27 section 609.235;
28 c. the solicitation, inducement, and promotion of prostitution
29 as defined in section 609.322; and
30 d. criminal sexual conduct in the first through fifth degrees
31 as defined in sections 609.342 to 609.3451.
32

33 A violation includes any action that meets the elements of
34 the crime, regardless of whether there is a criminal
35 proceeding or conviction.
36

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

1 from other persons against the will of the vulnerable adult
2 or the legal representative of the vulnerable adult; and
3 d. use of any aversive or deprivation procedures for
4 persons with developmental disabilities or related
5 conditions not authorized under section 245.825.
6

7 3. Any sexual contact or penetration as defined in section
8 609.341, between a facility staff person or a person providing
9 services in the facility and a resident, patient, or client of that
10 facility.
11

12 4. The act of forcing, compelling, coercing, or enticing a
13 vulnerable adult against the vulnerable adult's will to perform
14 services for the advantage of another.
15

16 Abuse does not include actions specifically excluded by Minn. Stat.
17 §626.5572, Subd. 2.
18

19 F. "Financial Exploitation" means a breach of a fiduciary duty by an
20 actor's unauthorized expenditure of funds entrusted to the actor for
21 the benefit of the vulnerable adult or by an actor's failure to provide
22 food, clothing, shelter, health care, therapeutic conduct or
23 supervision, the failure of which results or is likely to result in
24 detriment to the vulnerable adult.
25

26 Financial exploitation also includes:

- 27 1. the willful use, withholding or disposal of funds or property of a
28 vulnerable adult;
29 2. the obtaining of services for wrongful profit or advantage which
30 results in detriment to the vulnerable adult;
31 3. the acquisition of a vulnerable adult's funds or property through
32 undue influence, harassment, duress, deception or fraud; and
33 4. the use of force, coercion or enticement to cause a vulnerable
34 adult to perform services against the vulnerable adult's will for
35 the profit or advantage of another.
36

37
38 G. "Caregiver" means an individual or facility who has responsibility
39 for the care of a vulnerable adult as a result of a family relationship,
40 or who has assumed responsibility for all or a portion of the care of
41 a vulnerable adult voluntarily, by contract, or by agreement.
42

43 H. "School Personnel" means professional employees or their
44 delegates of the school district engaged in providing health,
45 educational, social, psychological, law enforcement or other
46 caretaking services of vulnerable adults.
47

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

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports. .
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data as defined under Minn. Stat. §13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against the vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

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

VI. DISSEMINATION OF POLICY AND TRAINING

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

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

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

Cross References: Board Policy 103 (Racial, Religious, and Sexual Harassment and Violence)
Board Policy 409 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

ADOPTED BY THE BOARD OF EDUCATION: August 4, 2003
REVISED BY THE BOARD OF EDUCATION: May 5, 2008, May 6, 2019
REVISED-REVIEWED BY THE BOARD OF EDUCATION: August 17, 2020 May 6, 2019

RICHFIELD PUBLIC SCHOOLS

**MANDATED REPORTING OF CHILD NEGLECT
OR PHYSICAL OR SEXUAL ABUSE**

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of the event.
- B. "Child" means one under age 18. and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.

- 1 D. "Mandated Reporter" means any school personnel who knows or
2 has reason to believe a child is being neglected or physically or
3 sexually abused, or has been neglected or physically or sexually
4 abused within the preceding three years.
- 5
- 6 E. "Neglect" means the commission or omission of any of the acts
7 specified below, other than by accidental means:
- 8
- 9 1. failure by a person responsible for a child's care to supply a
10 child with necessary food, clothing, shelter, health care,
11 medical care, or other care required for the child's physical
12 or mental health when reasonably able to do so, including a
13 growth delay, which may be referred to as failure to thrive,
14 that has been diagnosed by a physician and is due to
15 parental neglect;
- 16
- 17 2. failure to protect a child from conditions or actions that
18 seriously endanger the child's physical or mental health
19 when reasonably able to do so;
- 20
- 21 3. failure to provide for necessary supervision or child care
22 arrangements appropriate for a child after considering
23 factors such as the child's age, mental ability, physical
24 condition, length of absence, or environment, when the child
25 is unable to care for his or her own basic needs or safety or
26 the basic needs or safety of another child in his or her care;
- 27
- 28 4. failure to ensure that a child is educated in accordance with
29 state law, which does not include a parent's refusal to
30 provide his or her child with sympathomimetic medications;
- 31
- 32 5. prenatal exposure to a controlled substance used by the
33 mother for a nonmedical purpose, as evidenced by
34 withdrawal symptoms in the child at birth, results of a
35 toxicology test performed on the mother at delivery or the
36 child's birth, or medical effects or developmental delays
37 during the child's first year of life that medically indicate
38 prenatal exposure to a controlled substance or the presence
39 of a fetal alcohol spectrum disorder;
- 40
- 41 6. medical neglect as defined by Minn. Stat. § 260C.007, subd.
42 46, clause (5);
- 43
- 44 7. chronic and severe use of alcohol or a controlled substance
45 by a parent or person responsible for the care of the child
46 that adversely affects the child's basic needs and safety; or
- 47
- 48 8. emotional harm from a pattern of behavior which contributes
49 to impaired emotional functioning of the child which may be
50 demonstrated by a substantial and observable effect in the

child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

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

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

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

1. throwing, kicking, burning, biting, or cutting a child;
2. striking a child with a closed fist;
3. shaking a child under age three;
4. striking or other actions which result in any nonaccidental injury to a child under 18 months of age;
5. unreasonable interference with a child's breathing;
6. threatening a child with a weapon, as defined in Minn. Stat. § 609.02, subd. 6;
7. striking a child under age one on the face or head;
8. striking a child who is at least age one but under age four on the face or head, which results in an injury;
9. purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances;
10. unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or

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~~10-11.~~ in a school facility or school zone, an act by a person responsible for the child's care, that is a violation under Minn. Stat. § 121A.58.

- G. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- H. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or childcare services.
- I. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, § Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, § Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, as well as sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b (a) or (b) (Registration of Predatory Offenders).
- J. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or

unpaid, counseling, teaching, and coaching.

- L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, , tribal social services, or tribal police department. The reporter will include his or her name and address in the report.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred ~~and—that~~ may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and

has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

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

G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.

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

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

V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has

been concluded. If the investigator is a Police Officer, Board Policy 977 and Guidelines 977.1 will be followed.

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

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

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

E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The

notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded. If the investigator is a Police Officer, Board Policy 977 and Guidelines 977.1 will be followed.

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

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

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

VIII. DISSEMINATION OF POLICY AND TRAINING

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

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act),
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 46, clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. § 260D (Child involuntary Foster Care for Treatment) Minn. Stat. § 609.02, Subd.6 (Definitions–Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions–Position of Authority)

1 Minn. Stat. § 609.341, Subd. 15 (Definitions–Significant Relationship)
2 Minn. Stat. § 609.379 (Reasonable Force)
3 Minn. Stat. § 626.556 *et. seq.* (Reporting of Maltreatment of Minors)
4 Minn. Stat. § 626.5561 (Reporting of Pre-Natal Exposure to Controlled
5 Substances)
6 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
7

8 ***Cross References:***

9 Board Policy 410 (Mandated Reporting of Maltreatment of Vulnerable Adults)
10 Board Policy 977 and Guidelines 977.1 (Cooperation with Law Enforcement
11 Agencies)
12
13

14 ADOPTED BY THE BOARD OF EDUCATION: August 4, 2003

15 REVISED BY THE BOARD OF EDUCATION: May 5, 2008.

16 ~~REVISED BY THE BOARD OF EDUCATION—May 6, 2019.~~ August 17, 2020

RICHFIELD PUBLIC SCHOOLS

MANDATED REPORTING OF CHILD MALTREATMENT IN SCHOOLS

I. PURPOSE

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

**II. RESPONSIBILITY AND AUTHORITY OF MINNESOTA
DEPARTMENT OF EDUCATION**

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

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

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

III. REPORTING SUSPECTED CHILD MALTREATMENT IN SCHOOLS

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

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

IV. TRAINING SCHOOL STAFF

1. As part of their orientation to Richfield Public Schools, all new staff are informed by their supervisor of their legal responsibility to report all suspected abuse or neglect of children or vulnerable adults.
2. RPS Administration will provide ongoing support and training to staff in the awareness of mandated reporting requirements and the implementation of this policy annually with new staff and at least every five years. Additionally, a review would occur upon significant statutory changes leading to a change in practice.
3. RPS Administration will develop and implement additional procedures and training to support administrators, social workers and additional professionals in the implementation of mandated reporting guidelines and the policy.

Dated: August 4, 2003
Reviewed: August 17, 2020
Revised: May 5, 2008
~~Revised~~ May 6, 2019

RICHFIELD PUBLIC SCHOOLS

STUDENT SEX NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

B. It is the responsibility of every school district employee to comply with this policy.

C. The school board hereby designates Chief Human Resources & Administrative Officer Craig Holje, 7001 Harriet Avenue South, Richfield, 612-798-6031, craig.holje@rpsmn.org as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

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D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of

each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates its Title IX coordinator as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

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

VI. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education
Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

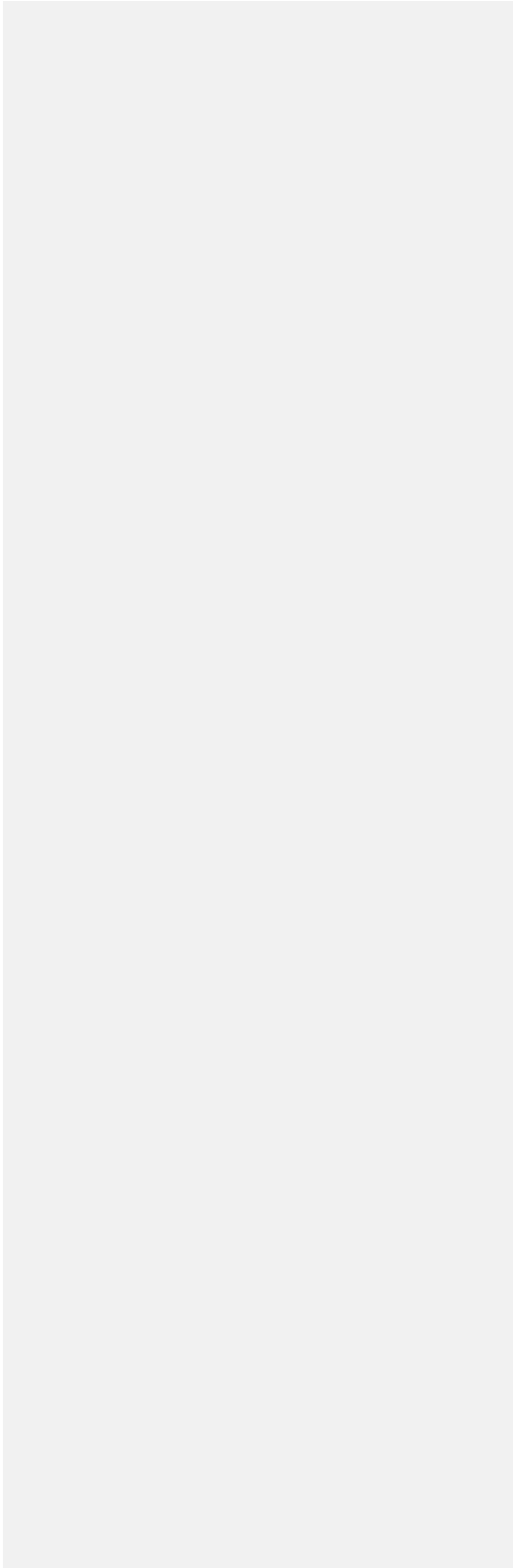
APPROVED BY THE BOARD OF EDUCATION: June 17, 2008,
~~October 1, 2018~~

REVIEWED BY THE BOARD OF EDUCATION: October 1, 2018;
August 17, 2020

Section 500
School District

Board Policy 506
page 5

1
2
3
4



Cross References: Board of Education Policy 102 (Equal Educational
Opportunity)
Board of Education Policy 104 (Racial, Religious, and
Sexual Harassment and Violence)

APPROVED BY THE BOARD OF EDUCATION: June 17, 2008
REVIEWED BY THE BOARD OF EDUCATION:

RICHFIELD PUBLIC SCHOOLS

STUDENT BEHAVIOR

I. PURPOSE

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

Effective discipline:

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

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

II. GENERAL STATEMENT OF POLICY

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

- Quality education requires cooperation and partnership among students, home, school, and community.
- A safe, supportive, and engaging environment promotes learning.
- Expectations and effort influence performance.
- Learning about and respecting individual differences fosters unity and strengthens community.
- Each person can learn, deserves to learn and it is everyone's responsibility.
- Core values such as caring, honesty, respect and responsibility must be developed.
- There is strength in cooperation, collaboration and healthy competition.

III. RESPONSIBILITIES

- A. The Superintendent in collaboration with the school board and district administration are responsible for:
 - 1. providing directives to enforce this policy.
 - 2. establishing minimum standards of behavior for students.
 - 3. analyzing behavior data overall as well as disaggregated by student group (race, gender, disability, etc.) to identify disproportionalities and respond appropriately.
 - 4. identifying adequate means for the documentation of behavior responses, the analysis of behavior data, engaging appropriate community resources and for identifying appropriate training for staff, student, parents and community partners.
- B. Principal or administrative designee are responsible for:
 - 1. leading the collaborative development of the school's behavior and restorative practices plan;
 - 2. assuring that annual notices are given to students, parents/guardians and staff;
 - 3. communicating with teachers after responding to student being removed from the classroom;
 - 4. communicating with parent/guardian when responding to student behavior concerns when the student is removed from class;
 - 5. developing and sustaining partnerships with identified community resources;
 - 6. leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
 - 7. reporting behavior data at least annually to their school community.
 - 8. reviewing behavior data with the appropriate Assistant Superintendent or other District leadership no less than annually.
- C. Teachers are responsible for:
 - 1. leading the development of the classroom behavior and restorative practices standards and procedures aligned to the district and building expectations;
 - 2. assuring that all students are taught the expected school behavior in their classroom and throughout the school;
 - 3. participating in identifying students that would benefit from additional support from school and community resources;
 - 4. Participating in implementation of the school behavior plan and restorative practices;
 - 5. participating in data review, necessary training, and analysis of behavior data to improve student outcomes.
 - 6. communicating with student when behavior interferes with learning.
 - 7. communicating with parent/guardian when there is a pattern of student behavior.
- D. Non-classroom school staff is responsible for implementing with consistency the district behavior standards and school behavior standards, participating in training and analysis of behavior data to improve student outcomes as directed by the

principal or site administrator.

- E. Parents/guardians are responsible for;
1. partnering with their student's schools to know and implement with consistency the school behavior standards and school and classroom rules to improve their student's outcomes.
 2. helping their student learn the behavior standards of their schools and classrooms.
 3. working collaboratively with school staff and their student to respond to and resolve behavior issues.

Students are responsible to learn the standards of behavior of the district, their school and their classrooms; to take personal responsibility for their behavior as they are able, and to work to improve the relationships they have with their peers, their teachers and with other school staff.

IV. DEVELOPMENT AND COMMUNICATION OF BEHAVIOR STANDARDS

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

- A. The Superintendent shall report behavior data to the Board no less than annually.
- B. Building principals shall review behavior data with the Superintendent no less than annually.
- C. Every school shall establish and teach behavior expectations and respond to student inappropriate behavior that are consistent with this Policy and accompanying administrative guidelines, and directives from the Superintendent. All school staff shall receive training on the school's plan.
- D. Every classroom shall establish behavior standards and norms within the district's policy, the Superintendent's directives and the school's behavior plan with participation from the students in the classroom. All students shall be taught the behavior standards established.
- E. Every school employee shall demonstrate high standards of behavior that model appropriate school behavior, and shall monitor and respond to student behavior.
- F. Every school shall examine discipline data to assure that responses to student behavior do not show evidence of bias or discriminatory behavior. Schools shall also use behavior data to identify and provide additional training to staff and students; and to provide effective interventions for students to improve student outcomes.

- G. Student age, developmental stage and individual needs based on culture, language or disability, or other relevant factors, shall be considered in determining the appropriate response to behavior.
- H. Behavior standards for students with an Individualized Education Program (“IEP”), Individual Accommodation Plan (“IAP/504 Plan”) shall be supported by the terms of the accommodations of their written program or plan to the extent they differ from the district policy, regulations and school plan.
- I. The District will make this Policy and accompanying administrative guidelines available on the District’s website and they also shall be available upon request in each principal's office. The Board encourages use of a variety of media to increase and awareness.
- J. Students and parents/guardians shall receive notice of classroom rules established by their classrooms.

Legal References:

Minn. Stat. §121A.40 *et seq.* (Pupil Fair Dismissal Act)
Minn. Stat. §121A.58 *et seq.* (Discipline, All Students)
Minn. Stat. §125A.08 (Individual Education Programs)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)

REVISED BY THE BOARD OF EDUCATION: July 15, 2019

REVIEWED BY THE BOARD OF EDUCATION: August 17, 2020

ADMINISTRATIVE GUIDELINE 541.1

STUDENT BEHAVIOR

I. PURPOSE

These Administrative Guidelines apply to student behavior in school, on school property, in and around school vehicles, and at school-sponsored events both within and outside the district. The goal of Richfield Public Schools is to provide students a safe school to promote academic success and a vibrant learning community. Fair and appropriate implementation of the student discipline policy is important to this goal. Richfield Public Schools also recognizes that removal from instruction can work against the academic achievement of students, and should be avoided whenever possible. The purpose of these Administrative Guidelines is to establish the system of classification of student behaviors and administrative responses to those behaviors.

II. GENERAL STATEMENT OF REGULATION

- A. All responses to student inappropriate behavior should include elements of teaching or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior.
- B. Alternatives to removal from instruction will be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by a referral out of the classroom, or the referral out of the classroom is required by law. Typically, referral out of the classroom may occur with infractions at level 2 or higher. Alternatives to removal will be utilized within the classroom and may include a variety of methods and classroom management strategies.
- C. Opportunities for students to repair relationships affected or harmed by their behavior shall be offered as part of the response to behaviors. Where the student has been removed from the classroom for any amount of time, opportunities to repair relationship should be provided.

III. RESPONSIBILITIES

- A. The Superintendent in collaboration with the school board and district administration are responsible for:
 - 1. providing directives to enforce this policy.
 - 2. establishing minimum standards of behavior for students.
 - 3. analyzing behavior data overall as well as disaggregated by student group (race, gender, disability, etc.) to identify disproportionalities and respond appropriately.
 - 4. identifying adequate means for the documentation of behavior responses, the analysis of behavior data, engaging appropriate community resources and for identifying appropriate training for staff, student, parents and community partners.

- B. Principal or administrative designee are responsible for:
1. leading the collaborative development of the school's behavior and restorative practices plan;
 2. assuring that annual notices are given to students, parents/guardians and staff;
 3. communicating with teachers after responding to student being removed from the classroom;
 4. communicating with parent/guardian when responding to student behavior concerns when the student is removed from class;
 5. developing and sustaining partnerships with identified community resources;
 6. leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
 7. reporting behavior data at least annually to their school community.
 8. reviewing behavior data with the appropriate Assistant Superintendent or other District leadership no less than annually.
- C. Teachers are responsible for:
1. leading the development of the classroom behavior and restorative practices standards and procedures aligned to the district and building expectations;
 2. assuring that all students are taught the expected school behavior in their classroom and throughout the school;
 3. participating in identifying students that would benefit from additional support from school and community resources;
 4. Participating in implementation of the school behavior plan and restorative practices;
 5. participating in data review, necessary training, and analysis of behavior data to improve student outcomes.
 6. communicating with student when behavior interferes with learning.
 7. communicating with parent/guardian when there is a pattern of student behavior.
- D. Non-classroom school staff is responsible for implementing with consistency the district behavior standards and school behavior standards, participating in training and analysis of behavior data to improve student outcomes as directed by the principal or site administrator.
- E. Parents/guardians are responsible for;
1. partnering with their student's schools to know and implement with consistency the school behavior standards and school and classroom rules to improve their student's outcomes.
 2. helping their student learn the behavior standards of their schools and classrooms.
 3. working collaboratively with school staff and their student to respond to and resolve behavior issues.

Students are responsible to learn the standards of behavior of the district, their school and their classrooms; to take personal responsibility for their behavior as they are

able, and to work to improve the relationships they have with their peers, their teachers and with other school staff.

IV. LEVELS AND RESPONSES

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

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

1. Level 1 violations are typically addressed by staff members when a student has minimal or no prior violations. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe, respectful and responsible behaviors. Staff members are expected to use a variety of teaching and classroom management strategies. Generally Level One behaviors do not result in out of classroom referral.
2. Level 2 violations generally result in interventions and/or disciplinary responses that involve support staff and/or school administration. These actions aim to increase the student's skills, positive view of schooling and positive experiences at school so that misbehavior is less likely to continue or escalate. A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 2 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.
3. Level 3 violations **may result** in a short-term removal from school for part of a day or an entire school day. The duration of the short-term removal, if issued, is to be limited as much as possible while adequately addressing the behavior. A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 3 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.
4. Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Incidents at this level may be referred for expulsion depending on the circumstances.
5. Level 5 violations require the principal to notify the Superintendent or designee. These behaviors may result in police notification and/or expulsion.

V. PROCEDURES FOR OUT OF SCHOOL REMOVALS

A. Administrative Conference

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

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

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

B. Notification

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

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

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

C. Readmission to Instruction

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

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

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

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

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

D. Consecutive Removals

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

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

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

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

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

Legal References:

Minn. Stat. §121A.40 *et seq.* (Pupil Fair Dismissal Act)

Approved by the Board of Education: 7/15/19

Reviewed by the Board of Education: 8/17/20

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: CENTENNIAL Facilities Project Change Order #009

(Recommended by the Superintendent)

That the Board of Education approve CENTENNIAL Facilities Project Change Order #009 for a net increase of \$18,648.19.

Background Information

- Centennial Change Order #009 - An addition of \$18,648.19 for additional demolition required due to existing conditions and unforeseen items related to concrete floor infills, new openings for new materials, and miscellaneous demolition. Also included is a credit from a previous PR that was realized as well as two no cost changes for dimensioning clarifications.

| | |
|--|----------------|
| The original (Contract Sum) | \$6,759,200.00 |
| Net Change by previously authorized Change Orders | \$119,766.55 |
| The contract sum prior to these Change Orders | \$6,878,966.55 |
| The contract sum will be increased by these Change Orders in the amount of | \$18,648.19 |
| The new contract sum including all Change Orders will be | \$6,897,614.74 |



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

Project: S180064 - CNTNL - ISD #280, Centennial Elementary School -
2019 Renovations
7315 Bloomington Avenue South
Richfield, Minnesota 55423

DRAFT

Contract Change Order #009: Ebert CO 009

| | | | |
|-------------------------------|--|-------------------------|--|
| CONTRACT COMPANY: | Ebert Construction 23350 County Road 10 Corcoran, Minnesota 55357 | CONTRACT FOR: | SC-S180064 - CNTNL-001:Ebert Construction Single Prime Contract |
| DATE CREATED: | 8/05/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Draft | REVISION: | 0 |
| REQUEST RECEIVED FROM: | LOCATION | | |
| DESIGNATED REVIEWER: | REVIEWED BY: | | |
| DUE DATE: | REVIEW DATE: | | |
| INVOICED DATE: | PAID DATE: | | |
| REFERENCE: | CHANGE REASON: Design Development Existing Condition | | |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$18,648.19 |

DESCRIPTION:

Included in this change order are costs to demo a structural framing enclosure around the existing gym curtain that was in conflict with new hydronic piping routing, grind aluminum transitions at demoed walk-off mats, provide additional miscellaneous electrical demo at various locations, revised duct sizing and routing at various locations and installation of a steel plate infill in lieu of a concrete infill in the Boiler Room. Also included in this change order are costs to infill trenches left in the concrete slabs resulting from wall demolition, minor ceiling and finish revisions, modifications to the coiling door motor configuration, electrified door hardware revisions and additional moisture mitigation for revised flooring type.

There is also a credit included in this change order for going from double wall duct work to single wall and insulation.

Also included in this change order is a no cost change related to dimension clarifications related to the cafeteria electrical floor box.

CE #022 - SI #005 - Cafeteria Floor Box Dim.: No cost impact \$0.00
SI #005 - Cafeteria Floor Box Dim.

CE #028 - RFCO - Additional Demo Required at Gym Curtain Shaft: \$3,328.60
RFCO - Additional Demo Required at Gym Curtain Shaft

CE #029 - RFCO RFI #046: Vestibule Aluminum Transitions: \$1,713.80
RFCO RFI #046: Vestibule Aluminum Transitions

CE #030 - RFCO - RFI #050 Additional Electrical Demo in Cafeteria B151 East Wall: \$1,696.81
RFCO - RFI #050 Additional Electrical Demo in Cafeteria B151 East Wall

CE #037 - PR #013 - Room A157 Ductwork to Tunnel: \$1,658.01
PR #013 - Room A157 Ductwork to Tunnel

CE #039 - PR #014 - Boiler Room Floor Opening: \$408.35
PR #014 - Boiler Room Floor Opening

CE #041 - RFCO - RFI 067 Trenches After Removed Walls at Opening B137B - B141 - B130A: \$2,028.54
RFCO - RFI 067 Trenches After Removed Walls at Opening B137B - B141 - B130A

CE #042 - PR #015 - Electrical RFI Demolition: \$2,732.57



PR #015 - Electrical RFI Demolition

CE #044 - PR #017 - Opening at Cafeteria: \$1,621.16
PR #017 - Opening at Cafeteria

CE #045 - PR #018 - RTUB4 Return Air Ductwork: \$1,986.60
PR #018 - RTUB4 Return Air Ductwork

CE #046 - RFCO - RFI 072 - Coiling Door Motor Modification: \$1,260.00
RFCO - RFI 072 - Coiling Door Motor Modification

CE #047 - PR #019 - Admin Office Electricified Hardware Revisions: \$692.60
PR #019 - Admin Office Electricified Hardware Revisions

CE #048 - RFCO - PR #012 credit that was not initially captured: (\$3,401.00)
RFCO - PR #012 credit that was not initially captured

CE #052 - RFCO - Additional Moisture Mitigation Required for Flooring per PR 007: \$2,922.15
RFCO - Additional Moisture Mitigation Required for Flooring per PR 007

ATTACHMENTS:

[CE #052 - PR #007 - Moisture Mitigation.pdf](#) [CE #047 - PR #019 - Administration Office Hardware Electrical.pdf](#) [CE #029 - Aluminum Frame Removal at Vestibules.pdf](#) [CE #028 - Gymnasium Curtain Shaft Demo.pdf](#) [PR #12 - Double Wall Duct Credit \(1\).pdf](#) [CE #046 - RFI #072 - Coiling Door Motor Changes.pdf](#) [PR #019 - Admin Office Electricified Hardware Revisions.pdf](#) [CE #045 - PR #018 - Duct Offset.pdf](#) [CE #044 - PR #017 - Cafeteria Bulkhead.pdf](#) [PR #018 - RTUB4 Return Air Ductwork.pdf](#) [CE #042 - PR #015 - Additional Electrical Demo.pdf](#) [CE #030 - RFI #050 - Electrical Demo at Kitchen Wall.pdf](#) [PR #017 - Opening at Cafeteria.pdf](#) [CE #039 - PR #014 - Boiler Room Floor Opening - Revised 7.01.2020.pdf](#) [CE #041 - RFI #067 - Trench Concrete from Removed Walls.pdf](#) [PR #015 - Electrical RFI Demolition.pdf](#) [CE #037 - PR #013 - Room A157 Ductwork to Tunnel - Revised 6.26.2020.pdf](#) [PR #014 - Boiler Room Floor Opening.pdf](#) [PR #013 - Room A157 Ductwork to Tunnel.pdf](#) [SI #005 - Cafeteria Floor Box Dimensions.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|---|-----------------|
| The original (Contract Sum) | \$ 6,759,200.00 |
| Net change by previously authorized Change Orders | \$ 119,766.55 |
| The contract sum prior to this Change Order was | \$ 6,878,966.55 |
| The contract sum would be changed by this Change Order in the amount of | \$ 18,648.19 |
| The new contract sum including this Change Order will be | \$ 6,897,614.74 |
| The contract time will not be changed by this Change Order by 0 days | |

Ebert Construction
23350 County Road 10
Corcoran Minnesota 55357

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.C.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: SHERIDAN HILLS Facilities Project Change Orders #005-#010

(Recommended by the Superintendent)

That the Board of Education approve SHERIDAN HILLS Facilities Project Change Order #005, #006, #007, #008, #009, #010 for a net increase of \$184,779.00.

Background Information

- Sheridan Elementary Change Order #005 – An addition of \$13,989.00 for costs to revise the aluminum plate panels at the new Front Entry addition, revisions required to accommodate the coiling doors, CMU demolition, infills and added steel for the new entry as well as a deduct for various door and hardware revisions as well as a no cost change for minor layout revisions in the SPED Suite Offices.
- Sheridan Elementary Change Order #006 – An addition of \$22,584.00 for mechanical piping and ductwork modifications primarily related to structural conflicts within the existing building structure.
- Sheridan Elementary Change Order #007 – An addition of \$40,664.00 for demolition of the exterior walls for the new unit ventilator openings not shown on the construction plans.
- Sheridan Elementary Change Order #008 – An addition of \$27,435.00 for modifications and revisions to the Toilet Room layout and associated plumbing piping demolition and new pipe routing.
- Sheridan Elementary Change Order #009 – An addition of \$4,894.00 for costs associated with electrical revisions including additional demo of existing electrical components, adding receptacles in various locations, relocating existing electrical components and rerouting new electrical conduit due to existing conditions.
- Sheridan Elementary Change Order #010 – An addition of \$75,213.00 for multiple modifications to the existing boiler room layout to eliminate a large portion of galvanized piping that was originally planned to remain but found to be deteriorated after insulation was removed along with other demolition within the boiler room and new concrete pads.

| | |
|--|----------------|
| The original (Contract Sum) | \$9,582,000.00 |
| Net Change by previously authorized Change Orders | \$41,444.00 |
| The contract sum prior to these Change Orders | \$9,623,444.00 |
| The contract sum will be increased by these Change Orders in the amount of | \$184,779.00 |
| The new contract sum including all Change Orders will be | \$9,808,223.00 |



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 #005: Corval CO 005

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | Corval Group 1633 Eustis Street St. Paul, Minnesota 55108 | CONTRACT FOR: | SC-S180064 - SHRDN-001:Corval Group Single Prime Contract |
| DATE CREATED: | 8/06/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/06/2020 |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | Design Development Existing Condition |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$13,989.00 |

DESCRIPTION:

Included in this change order are cost to revise the aluminum plate panels at the new Front Entry addition, revisions required to accommodate the coiling doors, CMU wall infills, slab on grade removal, layout/demo beam pockets for structural steel at the new Front Entry, an additional mobilization charge due to a dimensions discrepancy that was discovered and halted work, and minor wall adjustments. Also included in this change order is a deduct for various door and hardware revisions as well as a no cost change for minor layout revisions in the SPED Suite Offices.

CE #015 - PR 013 - HM Doors and Hardware Revisions: (\$976.00)
PR 013 - HM Doors and Hardware Revisions

CE #018 - PR 018 - Aluminum Plate Panel Revision: \$2,851.00
PR 018 - Aluminum Plate Panel Revision

CE #027 - PR 023 - Area C SPED Offices: No cost impact \$0.00
PR 023 - Area C SPED Offices

CE #029 - PR 022 - Coiling Door Modifications: \$267.00
PR 022 - Coiling Door Modifications

CE #034 - RFCO - Corval GCPR #8 - Infill CMU (2) Locations: \$854.00
RFCO - Corval GCPR #8 - Infill CMU (2) Locations

CE #035 - RFCO - Corval GCPR #9 - Slab on Grade Removal: \$2,794.00
RFCO - Corval GCPR #9 - Slab on Grade Removal

CE #036 - RFCO - Corval GCPR #10 - Layout and Demo Beam Pockets: \$5,000.00
RFCO - Corval GCPR #10 - Layout and Demo Beam Pockets

CE #037 - RFCO - Corval GCPR #11 - Front Entry Lost Time: \$1,913.00
RFCO - Corval GCPR #11 - Front Entry Lost Time

CE #039 - PR 026 - Area C Wall Adjustments: \$1,286.00
PR 026 - Area C Wall Adjustments

ATTACHMENTS:



[GCPR#11 - Pricing for Approval R1.pdf](#) [GCPR#10 - Pricing for Approval R1.pdf](#) [PR#013 Pricing for Approval Rev 1.pdf](#) [PR#26 - Pricing for Approval.pdf](#) [PR#22 - Pricing for Approval.pdf](#) [PR 026 - Area C Wall Adjustments.pdf](#) [GCPR#9 - Pricing for Approval.pdf](#) [GCPR#8 - Pricing for Approval.pdf](#) [PR 023 - Area C - SPED Offices.pdf](#) [PR 022 - Coiling Door Modifications.pdf](#) [PR#018 - Project Budget.pdf](#) [PR 018 - Aluminum Plate Panel Revision.pdf](#) [PR 013 - HM Doors and Hardware Revisions-.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|-----------------|
| The original (Contract Sum) | \$ 9,582,000.00 |
| Net change by previously authorized Change Orders | \$ 41,444.00 |
| The contract sum prior to this Change Order was | \$ 9,623,444.00 |
| The contract sum will be increased by this Change Order in the amount of | \$ 13,989.00 |
| The new contract sum including this Change Order will be | \$ 9,637,433.00 |
| 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

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ICS
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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 #006: Corval CO 006

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | Corval Group 1633 Eustis Street St. Paul, Minnesota 55108 | CONTRACT FOR: | SC-S180064 - SHRDN-001:Corval Group Single Prime Contract |
| DATE CREATED: | 8/06/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/06/2020 |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | Design Development |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$22,584.00 |

DESCRIPTION:

Included in this change order are costs to modify piping and ductwork routing through structural walls, revised roof top mechanical unit location and ductwork routing required due to an existing skylight.

Also included in this change order is a deduct related to various plumbing and mechanical revisions related to steam piping, fin tube radiation and relocating an existing vent pipe.

CE #020 - PR 020 Main Level Area 'C' Corridor Wall Penetrations: \$10,280.00
PR 020 Main Level Area 'C' Corridor Wall Penetrations

CE #021 - PR 019 - RTU5 Locations: \$12,333.00
PR 019 - RTU5 Locations

CE #031 - PR 024 - Existing Vent Relocation: (\$29.00)
PR 024 - Existing Vent Relocation

In response to RFIs 084, 085 and 087

ATTACHMENTS:

[PR#20 Pricing for Approval R3.pdf](#) [PR#24 - Pricing for Approval Rev 1.pdf](#) [PR#19 Pricing for Approval Rev 1.pdf](#) [PR 024 - Existing Vent Relocation.pdf](#) [PR 019 - RTU5 Location.pdf](#) [PR 020 - Main Level Area 'C' Corridor Wall Penetrations.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|-----------------|
| The original (Contract Sum) | \$ 9,582,000.00 |
| Net change by previously authorized Change Orders | \$ 55,433.00 |
| The contract sum prior to this Change Order was | \$ 9,637,433.00 |
| The contract sum will be increased by this Change Order in the amount of | \$ 22,584.00 |
| The new contract sum including this Change Order will be | \$ 9,660,017.00 |
| The contract time will not be changed by this Change Order by 0 days | |



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

Contract Change Order #007: Corval CO 007

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | Corval Group 1633 Eustis Street St. Paul, Minnesota 55108 | CONTRACT FOR: | SC-S180064 - SHRDN-001:Corval Group Single Prime Contract |
| DATE CREATED: | 8/06/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/06/2020 |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | Existing Condition |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$40,664.00 |

DESCRIPTION:

Included in this change order are costs to layout, saw-cut and demo openings not noted on the plans for unit ventilator louver openings.

CE #033 - RFCO - Corval GCPR #7 - Louver Openings: \$40,664.00
RFCO - Corval GCPR #7 - Louver Openings

ATTACHMENTS:

[GCPR#7 Pricing for Approval.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|-----------------|
| The original (Contract Sum) | \$ 9,582,000.00 |
| Net change by previously authorized Change Orders | \$ 78,017.00 |
| The contract sum prior to this Change Order was | \$ 9,660,017.00 |
| The contract sum will be increased by this Change Order in the amount of | \$ 40,664.00 |
| The new contract sum including this Change Order will be | \$ 9,700,681.00 |
| The contract time will not be changed by this Change Order by 0 days | |

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

Contract Change Order #008: Corval CO 008

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | Corval Group 1633 Eustis Street St. Paul, Minnesota 55108 | CONTRACT FOR: | SC-S180064 - SHRDN-001:Corval Group Single Prime Contract |
| DATE CREATED: | 8/06/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/06/2020 |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | Existing Condition |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$27,435.00 |

DESCRIPTION:

Included in this change order are costs for revisions to the Area C Toilet Rooms including partition walls dimensions, domestic water piping demolition and routing.

CE #040 - PR 028 - Area C Toilet Room Revisions: \$27,435.00
PR 028 - Area C Toilet Room Revisions

ATTACHMENTS:

[PR#28 Pricing for Approval.pdf](#) [PR 028 - Area C Toilet Room Revisions.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|-----------------|
| The original (Contract Sum) | \$ 9,582,000.00 |
| Net change by previously authorized Change Orders | \$ 118,681.00 |
| The contract sum prior to this Change Order was | \$ 9,700,681.00 |
| The contract sum will be increased by this Change Order in the amount of | \$ 27,435.00 |
| The new contract sum including this Change Order will be | \$ 9,728,116.00 |
| The contract time will not be changed by this Change Order by 0 days | |

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

Contract Change Order #009: Corval CO 009

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | Corval Group 1633 Eustis Street St. Paul, Minnesota 55108 | CONTRACT FOR: | SC-S180064 - SHRDN-001:Corval Group Single Prime Contract |
| DATE CREATED: | 8/06/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/06/2020 |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | Design Development Existing Condition |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$4,894.00 |

DESCRIPTION:

Included in this change order are costs for various electrical revisions including additional demo of existing electrical components, adding receptacles in various locations, relocating existing electrical components and rerouting new electrical conduit due to existing conditions.

CE #019 - PR 016 - Electrical RFI 048 and 049 Responses: \$1,295.00
PR 016 - Electrical RFI 048 and 049 Responses

CE #032 - PR 025 - Elec RFIs 047, 054, 069, 101: \$2,039.00
PR 025 - Elec RFIs 047, 054, 069, 101

CE #038 - RFCO - Corval GCPR #12 - Re-routing Conduit: \$1,424.00
RFCO - Corval GCPR #12 - Re-routing Conduit

CE #048 - RFCO - Remove Portion of Existing Conduit at Front Entry Excavation: \$136.00
RFCO - Remove Portion of Existing Conduit at Front Entry Excavation

ATTACHMENTS:

[RFCO - Remove Portion of Existing Conduit at Front Entry Excavation.pdf](#) [PR#25 Pricing for Approval.pdf](#) [GCPR#12 - Pricing for Approval.pdf](#) [PR 025 - Elec RFIs 047, 054, 069, 101.pdf](#) [PR#16 - Project Budget.pdf](#) [PR 016 - Electrical RFI 48 and 49 Responses.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|-----------------|
| The original (Contract Sum) | \$ 9,582,000.00 |
| Net change by previously authorized Change Orders | \$ 146,116.00 |
| The contract sum prior to this Change Order was | \$ 9,728,116.00 |
| The contract sum will be increased by this Change Order in the amount of | \$ 4,894.00 |
| The new contract sum including this Change Order will be | \$ 9,733,010.00 |
| The contract time will not be changed by this Change Order by 0 days | |



Corval Group
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St. Paul Minnesota 55108

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

Independent School District #280
7001 Harriet Avenue S.
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ICS
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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 #010: Corval CO 010

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | Corval Group 1633 Eustis Street St. Paul, Minnesota 55108 | CONTRACT FOR: | SC-S180064 - SHRDN-001:Corval Group Single Prime Contract |
| DATE CREATED: | 8/06/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/06/2020 |
| INVOICED DATE: | | PAID DATE: | |
| REFERENCE: | | CHANGE REASON: | Design Development Existing Condition |
| PAID IN FULL: | No | EXECUTED: | No |
| ACCOUNTING METHOD: | Amount Based | SCHEDULE IMPACT: | 0 days |
| FIELD CHANGE: | No | TOTAL AMOUNT: | \$75,213.00 |

DESCRIPTION:

Included in this change order are costs to provide new hot water and recirculating hot water piping through chilled water pump room, new domestic water piping connection to existing water heaters, new domestic water connections to emergency eyewash/shower, connecting new cold water line into existing RPZ, revised hydronic pump location, relocating heating water air separator, other hydronic piping routing revisions and concrete housekeeping pads for mechanical equipment.

Also included in the is change order is (2) no cost changes related bypass valve and differential pressure sensor locations and clarifications to the water heater piping connections.

CE #017 - PR 011 - Mechanical RFI Responses: \$75,213.00
PR 011 - Mechanical RFI Responses

CE #044 - SI 005 - Bypass Valves and Differential Pressure Sensor Locations: No cost impact \$0.00
SI 005 - Bypass Valves and Differential Pressure Sensor Locations

CE #046 - SI 006 Water Heater Connections: No cost impact \$0.00
SI 006 Water Heater Connections

ATTACHMENTS:

[PR#11 Pricing for Approval Rev 1.pdf](#) [SI 006 - Water Heater Connections.pdf](#) [SI 005 - Bypass Valve and Differential Pressure Sensor Locations.pdf](#)
[PR 011 - Mechanical RFI Responses.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|-----------------|
| The original (Contract Sum) | \$ 9,582,000.00 |
| Net change by previously authorized Change Orders | \$ 151,010.00 |
| The contract sum prior to this Change Order was | \$ 9,733,010.00 |
| The contract sum will be increased by this Change Order in the amount of | \$ 75,213.00 |
| The new contract sum including this Change Order will be | \$ 9,808,223.00 |
| The contract time will not be changed by this Change Order by 0 days | |



Corval Group
1633 Eustis Street
St. Paul Minnesota 55108

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332 Minnesota Street, Suite W2000
St. Paul Minnesota 55101

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

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NEW BUSINESS - FOR ACTION

Agenda Item VI.D.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: R-STEM Facilities Project Change Order #024

(Recommended by the Superintendent)

That the Board of Education approve R-STEM Facilities Project Change Order #024 for a net increase of \$18,894.07.

Background Information

- Richfield STEM School Change Order #024 – An addition of \$18,894.07 for Mechanical changes related to existing conditions including condensate piping for an existing computer room cooling unit, ceiling modifications to accommodate existing duct work and removal of acoustical panels in the former band room.

| | |
|--|-----------------|
| The original (Contract Sum) | \$14,800,000.00 |
| Net Change by previously authorized Change Orders | \$581,264.35 |
| The contract sum prior to this Change Order | \$15,381,264.35 |
| The contract sum will be increased by this Change Order in the amount of | \$18,894.07 |
| The new contract sum including all Change Orders will be | \$15,400,158.42 |



ICS
3890 Pheasant Ridge Drive N.E., Suite 180
Blaine, Minnesota 55449
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Fax: (763) 780-2866

Project: S180064 - STEM - ISD #280, Richfield STEM School
7020 12th Ave S
Richfield, Minnesota

Contract Change Order #024: Shaw-Lundquist CO 024 DRAFT

| | | | |
|-------------------------------|---|-------------------------|--|
| CONTRACT COMPANY: | Shaw-Lundquist Associates, Inc. 2757 West Service Road St. Paul, Minnesota 55121 | CONTRACT FOR: | SC-S180064 - STEM-001:Shaw-Lundquist Single Prime Contract |
| DATE CREATED: | 8/03/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/03/2020 |
| 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: | \$18,894.07 |

DESCRIPTION:

A third of the costs associated with Change Order #24 are the modifications to condensate piping for the existing computer room unit. The other third of the costs include extending the soffits, lowering the ceiling in classrooms to accommodate existing duct work/piping, and removal of the pink band of acoustical panels in the old band room. The last third of costs are a number of minor mechanical and electrical modifications due to existing conditions.

CE #074 - PR #028 - Computer Room Unit Condensate: \$6,429.31

CE #160 - Removal of Acoustical Panels: \$2,923.20

CE #166 - Repair Leaking Standpipe: \$1,131.90

CE #167 - #267: North Classrooms on 2nd & 3rd Floors Area B Soffits and New Unit Ventilators: \$1,027.95

CE #168 - #246: Lowering Soffits in Classroom in the East Corridor: \$4,596.90

CE #169 - #247: Demo at Angled CMU Walls and Finishes: \$1,479.45

CE #170 - #274: Receptacles in Room B117: \$545.99

CE #171 - Intrusion Power Supply Unit Conduit for All State: \$280.91

CE #172 - #281: Dimmer Switch and Casework: \$478.46

ATTACHMENTS:

[ICS CE #172 Pricing for Approval STEM 2020-07-21.pdf](#) [ICS CE #171 Pricing for Approval STEM 2020-07-21.pdf](#) [STEM - CE #168 - #246 Lowering Soffits in Classroom in the East Corridor Approval 07-14-20.msg](#) [CE #074 - PR #028 - Computer Room Unit Condensate Approval 07-14-](#)



[20.msg_Fwd_ISD #280_Richfield STEM School_CE #160-166-167-169-170 Approval 07-07-20.msg_FW_Acoustic Panels .msg_6004C56B-0E5A-4644-9531-8863FA3D196C.JPG_A6350F74-3D6B-4888-A385-112157AEAE27.JPG](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|------------------|
| The original (Contract Sum) | \$ 14,800,000.00 |
| Net change by previously authorized Change Orders | \$ 581,264.35 |
| The contract sum prior to this Change Order was | \$ 15,381,264.35 |
| The contract sum will be increased by this Change Order in the amount of | \$ 18,894.07 |
| The new contract sum including this Change Order will be | \$ 15,400,158.42 |
| 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

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NEW BUSINESS - FOR ACTION

Agenda Item VI.E.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: RMS Facilities Project Change Order #003

(Recommended by the Superintendent)

That the Board of Education approve RMS Facilities Project Change Order #003 for a net increase of \$6,036.95.

Background Information

- RMS Change Order #003 – An addition of \$6,036.95 for additional drywall and plaster scope modifications to align with the existing walls, window sills and soffits.

| | |
|--|-----------------|
| The original (Contract Sum) | \$16,701,000.00 |
| Net Change by previously authorized Change Orders | (\$4,070.50) |
| The contract sum prior to this Change Order | \$16,696,929.50 |
| The contract sum will be increased by this Change Order in the amount of | \$6,036.95 |
| The new contract sum including all Change Orders will be | \$16,702,966.45 |



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

Contract Change Order #003: Shaw-Lundquist CO 003

| | | | |
|-------------------------------|---|-------------------------|---|
| 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: | 8/07/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/07/2020 |
| 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: | \$6,036.95 |

DESCRIPTION:

Minor drywall additions and plaster modifications to align with existing walls, sills, and soffits.

CE #011 - PR #011 - Gypsum Board Below Sills: \$2,315.25

CE #015 - #37: Soffits labeled as Gyp that are actually plaster: \$2,667.50

CE #019 - #60: Gyp wall in room B101: \$1,054.20

CE #032 - SI #001 - Code Revisions: No cost impact \$0.00

ATTACHMENTS:

[RMS Cost Approval CE #009_CE #011_CE #015_CE #019_CE #020_CE #032_CE #034_CE #040.msg](#) [RMS Cost Approval CE #009_CE #011_CE #015_CE #019_CE #020_CE #032_CE #034_CE #040.msg](#) [RMS Cost Approval CE #009_CE #011_CE #015_CE #019_CE #020_CE #032_CE #034_CE #040.msg](#) [SI #001 - Code Revisions.pdf](#) [PR #011 - Gypsum Board Below Sills.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|------------------|
| The original (Contract Sum) | \$ 16,701,000.00 |
| Net change by previously authorized Change Orders | (\$4,070.50) |
| The contract sum prior to this Change Order was | \$ 16,696,929.50 |
| The contract sum will be increased by this Change Order in the amount of | \$ 6,036.95 |
| The new contract sum including this Change Order will be | \$ 16,702,966.45 |
| 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**

NEW BUSINESS - FOR ACTION

Agenda Item VI.F.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: RHS Facilities Project Change Orders #027 - #030

(Recommended by the Superintendent)

That the Board of Education approve RHS Facilities Project Change Orders #027, #028, #029, and #030 for a net increase of \$471,566.00.

Background Information

- Richfield High School Change Order #027 - An addition of \$239,434.34 for electrical items with the main cost being the repair/replacement of the buried electrical feeder that was damaged over 20 feet below grade during the installation of the helical piers for the commons addition in the existing courtyard.
- Richfield High School Change Order #028 - An addition of \$128,390.62 for ceiling modifications in multiple areas to add soffits and modifications to the room layouts. Also included is an added cost for the revisions to the gym striping plan and additional wall and flooring patching.
- Richfield High School Change Order #029 - An addition of \$49,195.68 for various architectural modifications in relation to door hardware, additional window sills, detail clarifications and additions as well as insulation of piping that had the asbestos insulation removed.
- Richfield High School Change Order #030 - An addition of \$54,545.36 for temporary heat for the South Gym due to existing units being removed in the lower level construction as well as additional fire dampers, ductwork modifications, an additional dryer vent requested in the lower level.

| | |
|--|-----------------|
| The original (Contract Sum) | \$35,430,000.00 |
| Net Change by previously authorized Change Orders | \$1,261,071.19 |
| The contract sum prior to these Change Orders | \$36,691,071.19 |
| The contract sum will be increased by these Change Orders in the amount of | \$471,566.00 |
| The new contract sum including all Change Orders will be | \$37,162,637.19 |



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

Project: S180064 - RHS - ISD #280, Richfield High School
7001 Harriet Avenue South
Richfield, Minnesota 55423

Contract Change Order #027: L.S. Black CO 027

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | L.S. Black Constructors, Inc. 1959 Sloan Place, Suite 220 St. Paul, Minnesota 55117 | CONTRACT FOR: | SC-S180064 - RHS-001:L.S. Black Single Prime Contract |
| DATE CREATED: | 8/07/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/07/2020 |
| 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: | \$239,434.34 |

DESCRIPTION:

Electrical modifications including the rerouting of electrical conduits that served elevators and vaults, that was discovered in the courtyard and in the way of the helical piles for the new commons expansion.

CE #046 - PR #020 Damaged Feeders: \$235,043.51

CE #177 - PR #087 - Area E Battery Kit for Alarmed Doors in Lieu of Power Supplies: \$2,458.83

CE #211 - #280: Ceiling Receptacle - H106 A La Carte: \$682.50

CE #227 - PR #093 - Electrical changes for PR #090: \$1,249.50

ATTACHMENTS:

[Fwd_ISD #280_Richfield High School_CE #227 - PR #093 - Approval 07-09-20.msg](#) [_CE #078_100_110_114_138_143_174_175_177 Approval 07-15-20.msg](#) [_PR 20 Damaged Feeder Meeting minutes.pdf](#) [_20200518143950424.pdf](#) [_RHS PR #20 Damage feeder Approval 07-02-20.msg](#) [_FW_ISD #280_Richfield High School_CE #211 - #280_Ceiling Receptacle - H106 A La Carte Approval 06-09-20.msg](#) [_PR #093 - Electrical changes for PR #090 .pdf](#) [_PR #087 - Battery Kit for Alarmed Doors.pdf](#) [_PR #020 Damaged Feeders.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|------------------|
| The original (Contract Sum) | \$ 35,430,000.00 |
| Net change by previously authorized Change Orders | \$ 1,261,071.19 |
| The contract sum prior to this Change Order was | \$ 36,691,071.19 |
| The contract sum will be increased by this Change Order in the amount of | \$ 239,434.34 |
| The new contract sum including this Change Order will be | \$ 36,930,505.53 |
| The contract time will not be changed by this Change Order by 0 days | |



L.S. Black Constructors, Inc.
1959 Sloan Place, Suite 220
St. Paul Minnesota 55117

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

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

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DATE



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

Project: S180064 - RHS - ISD #280, Richfield High School
7001 Harriet Avenue South
Richfield, Minnesota 55423

Contract Change Order #028: L.S. Black CO 028

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | L.S. Black Constructors, Inc. 1959 Sloan Place, Suite 220 St. Paul, Minnesota 55117 | CONTRACT FOR: | SC-S180064 - RHS-001:L.S. Black Single Prime Contract |
| DATE CREATED: | 8/07/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/07/2020 |
| 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: | \$128,390.62 |

DESCRIPTION:

Ceiling and Flooring modifications due to existing conditions.

CE #058 - PR #025 RFI answers to RCP Changes Area C, H, M, L Minor Floor Plan Revisions to G, H, L, M, N: \$40,714.78

CE #073 - PR #033 Ceilings, Fire Protection and Wall & Flooring Patch: \$65,108.96

CE #170 - PR #083 Lower Level E&F and Second Level N Ceiling Revisions: \$6,324.56

CE #175 - SI #011 - Revised Gym Striping: \$3,718.00

CE #199 - Added Soffit H100: \$10,266.38

CE #218 - #177: Second Floor Area H Practice Rooms Flooring: \$2,257.94

ATTACHMENTS:

[RHS CE #142-199-197-218 Approved 07-29-20.msg](#) [RHS CE #142-199-197-218 Approved 07-29-20.msg](#) [RHS CE #073 Approval 07-28-20.msg](#) [CE #078_100_110_114_138_143_174_175_177 Approval 07-15-20.msg](#) [FW ISD #280_Richfield High School_CE #058-#153-#170.msg](#) [FW ISD #280_Richfield High School_CE #058-#153-#170.msg](#) [SI #011 - Revised Gym Striping.pdf](#) [PR #083 Lower Level E&F and Second Level N Ceiling Revisions.pdf](#) [PR #033 Ceilings, Fire Protection and Wall & Flooring Patch.pdf](#) [PR #025 RFI answers to RCP Changes Area C, H, M, L Minor Floor Plan Revisions to G, H, L, M, N.pdf](#)

CHANGE ORDER LINE ITEMS:



| | |
|--|------------------|
| The original (Contract Sum) | \$ 35,430,000.00 |
| Net change by previously authorized Change Orders | \$ 1,500,505.53 |
| The contract sum prior to this Change Order was | \$ 36,930,505.53 |
| The contract sum will be increased by this Change Order in the amount of | \$ 128,390.62 |
| The new contract sum including this Change Order will be | \$ 37,058,896.15 |
| The contract time will not be changed by this Change Order by 0 days | |

L.S. Black Constructors, Inc.
1959 Sloan Place, Suite 220
St. Paul Minnesota 55117

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

Independent School District #280
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Richfield Minnesota 55423

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

Project: S180064 - RHS - ISD #280, Richfield High School
7001 Harriet Avenue South
Richfield, Minnesota 55423

Contract Change Order #029: L.S. Black CO 029

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | L.S. Black Constructors, Inc. 1959 Sloan Place, Suite 220 St. Paul, Minnesota 55117 | CONTRACT FOR: | SC-S180064 - RHS-001:L.S. Black Single Prime Contract |
| DATE CREATED: | 8/07/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/07/2020 |
| 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: | \$49,195.68 |

DESCRIPTION:

A number of architectural wall, elevator, door, and hardware changes due to in the field coordination.

CE #078 - #168: Additional Access Panels: \$5,102.01

CE #110 - PR #061 Storefront SF30 & SF31 Revisions RFI #310: \$2,075.96

CE #114 - #246: Gender Neutral Bathroom Doors/Lock: \$2,333.54

CE #133 - PR #054 Media Center Green Wall, Display Case, Genius Bar, and Film Modifications: \$5,942.11

CE #138 - PR #067 Area J Finish Hardware: \$9,867.34

CE #142 - PR #070 Elevator Dimension Revisions: (\$1,823.20)

CE #153 - #240: Area H Courtyard Brick to EIFS flashing: \$4,562.27

CE #158 - #138: Insulation of abated plumbing and steam lines December and January: \$9,771.50

CE #160 - District Office Area J Patch Walls from TV Installation: \$3,764.25

CE #197 - Solid surface submittal changes: \$5,113.50

CE #201 - Added sills at N106 north window: \$2,486.40

ATTACHMENTS:



[RHS CE #142-199-197-218 Approved 07-29-20.msg](#) [RHS CE #142-199-197-218 Approved 07-29-20.msg](#) [ISD #280 - Richfield High School CE #092-#158-#182-#191 Approval 07-22-20.msg](#) [CE #133 PR #054 Media Center Approval 07-15-20.msg](#) [CE #078 100 110 114 138 143 174 175 177 Approval 07-15-20.msg](#) [CE #078 100 110 114 138 143 174 175 177 Approval 07-15-20.msg](#) [CE #078 100 110 114 138 143 174 175 177 Approval 07-15-20.msg](#) [CE #078 100 110 114 138 143 174 175 177 Approval 07-15-20.msg](#) [CE #160 - District Office Area J Patch Walls from TV Installation Pricing Complete Rev 1 07-08-20.pdf](#) [CE #201 - Added sills at N106 north window Approval 07-07-20.msg](#) [ISD #280 Richfield High School CE #116.msg](#) [PR #070 Elevator Dimension Revisions.pdf](#) [PR #067 Area J Finish Hardware.pdf](#) [PR #054 Media Center Green Wall, Display Case, Genuis Bar, and Film Modifications.pdf](#) [PR #061 Storefront SF30 & SF31 Revisions RFI #310.pdf](#)

CHANGE ORDER LINE ITEMS:

| | |
|--|------------------|
| The original (Contract Sum) | \$ 35,430,000.00 |
| Net change by previously authorized Change Orders | \$ 1,628,896.15 |
| The contract sum prior to this Change Order was | \$ 37,058,896.15 |
| The contract sum will be increased by this Change Order in the amount of | \$ 49,195.68 |
| The new contract sum including this Change Order will be | \$ 37,108,091.83 |
| The contract time will not be changed by this Change Order by 0 days | |

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Fax: (763) 780-2866

Project: S180064 - RHS - ISD #280, Richfield High School
7001 Harriet Avenue South
Richfield, Minnesota 55423

Contract Change Order #030: L.S. Black CO 030

| | | | |
|-------------------------------|--|-------------------------|---|
| CONTRACT COMPANY: | L.S. Black Constructors, Inc. 1959 Sloan Place, Suite 220 St. Paul, Minnesota 55117 | CONTRACT FOR: | SC-S180064 - RHS-001:L.S. Black Single Prime Contract |
| DATE CREATED: | 8/07/2020 | CREATED BY: | Raeann Wynn (ICS - Minneapolis, MN) |
| CONTRACT STATUS: | Approved | REVISION: | 0 |
| REQUEST RECEIVED FROM: | | LOCATION | |
| DESIGNATED REVIEWER: | | REVIEWED BY: | |
| DUE DATE: | | REVIEW DATE: | 08/07/2020 |
| 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: | \$54,545.36 |

DESCRIPTION:

Mechanical modifications due to phasing and providing heat to the school, along with repairs of existing equipment.

CE #092 - PR #047 Fire Damper Changes in Area M RFI #217 and RFI#241: \$6,324.60

CE #100 - Gas Fed Heater for South Auxiliary Gym: \$35,248.45

CE #143 - PR #066 Additional Dryer Vent Lower Level Locker Rooms: \$5,772.18

CE #174 - PR #086 Cabinet Unit Heater Modifications: \$1,517.10

CE #182 - PR #088 - Area 'D' and Area 'L' Ductwork Modification: \$2,420.66

CE #191 - #189: Second Floor Area K Toilet Rooms: \$3,262.37

ATTACHMENTS:

[ISD #280 - Richfield High School CE #092-#158-#182-#191 Approval 07-22-20.msg](#) [ISD #280 - Richfield High School CE #092-#158-#182-#191 Approval 07-22-20.msg](#) [CE #078_100_110_114_138_143_174_175_177 Approval 07-15-20.msg](#) [CE #078_100_110_114_138_143_174_175_177 Approval 07-15-20.msg](#) [PR #088 - Area 'D' and Area 'L' Ductwork Modifications.pdf](#) [PR #086 Cabinet Unit Heater Modifications.pdf](#) [PR #066 Additional Dryer Vent Lower Level Locker Rooms.pdf](#) [PR #047 Fire Damper Changes in Area M RFI #217 and RFI#241.pdf](#)

CHANGE ORDER LINE ITEMS:



| | |
|--|------------------|
| The original (Contract Sum) | \$ 35,430,000.00 |
| Net change by previously authorized Change Orders | \$ 1,678,091.83 |
| The contract sum prior to this Change Order was | \$ 37,108,091.83 |
| The contract sum will be increased by this Change Order in the amount of | \$ 54,545.36 |
| The new contract sum including this Change Order will be | \$ 37,162,637.19 |
| The contract time will not be changed by this Change Order by 0 days | |

L.S. Black Constructors, Inc.
1959 Sloan Place, Suite 220
St. Paul Minnesota 55117

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

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

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DATE

NEW BUSINESS - FOR ACTION

Agenda Item VI.G.

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, August 17, 2020

Subject: Donations

(Recommended by the Superintendent)

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

A special donation to the Richfield High School Scholarship Fund was received on 8/10/20 in the amount of \$24,000.00 from the Richfield Spartan Foundation. This amount funds \$1,000 scholarships for the following 24 Richfield High School graduates:

Athena Award (Outstanding Female Athlete)

Hanna Hintermeister

Top Scholars (Top 10% of Class)

Caleb Nollenberger

Madelyn Gibbs

Against All Odds Scholarships

Luke Ott (Richfield High School Alumni Memorial Scholarship)

Molly Stark (Oz Mullerleile Memorial Scholarship)

Ifrah Ibrahim (First Generation College)

Katherine Vasquez (First Generation College)

Guadalupe Galeno Rodriguez (Steve Grindeland Memorial Scholarship)

Joelle Safiya T. Poyatos (Bob Tripanier Memorial Scholarship)

Destiny Smith-Partridge

Julio Tapia Hernandez

Katherine Meissen

Ruben Augustin Quevedo

Sumaya Mohamed

Ahmed Ahmed (Community/Technical College)

Lindsay Franco-Nicolas (Community/Technical College)

Athletics/Academic Excellence and Leadership

Anna Jensen

Annelise Pearce

Clara Lybeck

Corrina Hartman

Taylor Eckerman

Desmond Family Scholarship (Attending Normandale College)

Yogeeta Manikaran

Russ Schuveiller Memorial Scholarship (Athletics/Academic Excellence)

Alexandra Medvec

Vashti Sanichara

Attached:

Richfield Spartan Foundation Letter

Scholarship Check Handoff Photo



The Richfield Spartan Foundation

"Supporting youth – enhancing the future"

2020 Board Members:

Bill Davis, President

Blaine Joerger, Vice President

Stuart Lindgren, Treasurer

Nina Sterbuck, Treasurer

Cheri Aanstad, Secretary

Mike Sandahl,

Steve Lindgren,

Jerry Nye,

Dave Lamberger

Debbie Lamberger

Ernie Lindstrom

Bob Strandquist

Kris Pulford

David Boie

Tim Pollis

August 10, 2020

Richfield High School Scholarship Fund
c/o Richfield Schools District Office
7001 Harriet Avenue South
Richfield, MN 55423

Re: Richfield Spartan Foundation Scholarships

To Whom It May Concern,

Accompanying this letter, please find a check in the amount of \$24,000 made payable to the Richfield High School Scholarship Fund. This check represents the funding of 24 \$1,000 scholarships awarded to the graduating seniors listed on the enclosed scholarship list by the Richfield Spartan Foundation.

Please feel free to contact me with any questions or comments.

Sincerely

Bill Davis
President
Richfield Spartan Foundation, Inc.
612-819-9053
bill.meg@comcast.net

To learn more about our mission and how you can get involved, please visit our website at:

www.spartanfoundation.com

**WELCOME TO
RICHFIELD HIGH SCHOOL**

DAKTRONICS

| PLYR | FLS | PTS |
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| HOME | PERIOD | GUEST |
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| FOULS | T.O.L. | PLAYER FOUL | T.O.L. | FOULS |
|-------|--------|-------------|--------|-------|
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| SCORE | MATCH | SCORE |
|-------|-------|-------|
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